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ABSTRACT

Three workshops were held to acquaint interested parties with the growing need to prepare persons with non-standard physical characteristics for successful employment as Library/Media Technical Assistants (L/MTA's). The kinds of handicapped persons considered were the partially sighted, the totally blind, the partially deaf, the totally deaf, and those with physical handicaps which permit independent mobility and reasonable coordination and use of the hands. The scope of library services under consideration was limited to public services, technical services, and audiovisual services. The workshops were designed to: (1) help community college librarians and instructors of L/MTA programs to become aware of the advantages of hiring the handicapped; (2) to train currently employed community college L/MTA's to work with the handicapped; and (3) to orient community college students with non-standard physical characteristics to employment as L/MTA's. This report includes background information on the need to prepare physically handicapped persons for library service and the problems to be overcome, a detailed list of pertinent job tasks that the handicapped can accomplsih, methods of recruitment and training, as well as a selected bibliography, a list of pertinent AV materials, and a list of resources for equipment for the handicapped. (DC)

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INTRODUCING HANDICAPPED PERSONS

as

PARAPROFESSIONALS IN LIBRARIES

ED115352

A WORKSHOP

Co-Sponsored by

THE CALIFORNIA COMMUNITY COLLEGES, CHANCELLOR'S OFFICE

and

THE STATE DEPARTMENT OF REHABILITATION

Held at

THE UNIVERSITY OF CALIFORNIA, RIVERSIDE, SUMMER, 1975

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PREFACE

This report is in the form of a composite evaluation of three Workshops "Introducing Handicapped Persons as Paraprofessionals in Libraries" held during July and August, 1975. It reflects joint sponsorship by the California Community College Chancellor's Office and the State Department of Rehabilitation.

Mary DeNure, Public Service Occupations, assisted by Barbara Sullivan, Academic Affairs, represented the Chancellor's Office. Robert Hancock, State Department of Rehabilitation, Sacramento, was assisted by local Rehabilitation offices, especially the Riverside and San Bernardino District Directors, Charles Mitchell and James Ahrens, respectively, and Dr. Carolyn Vash, Chief Deputy Director, Los Angeles Office.

ACKNOWLEDGMENTS

This project was initiated by Mrs. Mary E. DeNure, Specialist, Public Service Occupations, Chancellor's Office, California Community Colleges. It was her vision and support which stimulated the enthusiasm generated throughout the Workshops.

In addition to the dedicated staff of the Workshops, the Director of Housing, Mike Foraker and Staff; Jim Tubb, Director of the Dining Hall and Staff; Roger Stevens, Director, Handicapped Student Services and Staff; the Staff of University Library, all of the University of California, Riverside, special appreciation is expressed to the Directors of the field libraries, Elizabeth Bigbee, Riverside City College; Irene Mazura, Azusa Public Library, and Catherine Lucas, Riverside City-County Library; Mrs. Betty Phillips, Phillips Communications, Pebble Beach; Mr. R. Parker Sullivan, President, General Telephone Company of California; Pat Gibbons, Sensory Perception, Inc.; Pomona Valley Transcribers Guild; State Department of Rehabilitation offices; Noel Rudd, Handicapped Equipment Center; Hilding E. Nelson, Mt. San Jacinto College; Casa Colina Hospital; Rancho Los Amigos; the California School for the Deaf; the Easter Seal Society for Crippled Children and Adults; Enabling Officers from the Community Colleges, and many others who made the success of the Project possible.

Harriett Genung,
Associate Director of the Project

INTRODUCTION

Due to the growing need to prepare persons with non standard physical characteristics for successful employment as Library/Media Technical Assistants, a series of three workshops was funded by the U.S. Office of Education, Higher Education Act, Title II-B. It was held on the campus of the University of California at Riverside during the Summer, 1975 and designed for:

Directors and Instructors of L/MTA programs, July 27-30, 1975.

Library/Media Technical Assistants currently employed, July 30-August 1, 1975.

Students with non standard physical characteristics who expressed an interest in Library/Media Technology as a possible occupation, August 10-29, 1975.

The goals were:

1. To help community college librarians and instructors of L/MTA programs become aware of the many advantages of hiring handicapped persons and to make a commitment to employ trained handicapped L/MTA's.
2. To train L/MTA's currently employed in community colleges to work with the handicapped.
3. To acquaint a select group of handicapped personnel in the initial orientation and beginning preparation for employment as an L/MTA.

An extremely dedicated Steering Committee chosen from the California Community Colleges Chancellor's Office, the State Department of Rehabilitation, successful Directors and Instructors of L/MTA programs, and Enabling officers statewide for the handicapped implemented the following program design:

For Directors and Instructors of Library Services:

1. Consideration and study of the major successes of handicapped persons.
2. Design of behavioral objectives for handicapped persons resulting in increased sensitivity and understanding of the educational and physical problems and adaptation of facility changes needed for effective utilization of handicapped employees.
3. Emphasis on the concept of a commitment to handicapped as effective producers for quality library programs.

4. A public relations design that will ensure continued recruitment of handicapped persons into the L/MTA program.

For Currently Employed L/MTA's:

1. Identification of overall purpose and structure of the library program and library services.

2. Job analysis of various levels of paraprofessionals (L/MTA's) indicating how handicapped can fit into the library services.

3. Involvement with handicapped that will develop desirable behavioral attributes (interpersonal relations and interface) between handicapped and the employed L/MTA's.

For Handicapped Persons:

1. Development of behavioral objectives with emphasis on human resources management.

2. Orientation to the library program and course content of the L/MTA curriculum.

3. Organization of tasks into jobs, reorganizing time management, upward mobility potential, basic skills, and individual competencies leading to desirable behavioral attributes on the part of participants.

4. Selected work experience in adjacent L/MTA programs that allow the handicapped to interface with the library situation, including the Director of Library Services, currently employed and the public (to gain a "feel" for the job.)

5. A commitment to enroll in the regular L/MTA programs for continued study.

According to the first day reports, a total of 118 participated in the workshops. Of these, 16 were library directors or instructors of L/MTA programs; 1 librarian from a public library; 1 personnel director for Los Angeles County Library System; 15 currently employed L/MTA's; 26 students with non standard physical characteristics.

Institutionwise, 20 community colleges throughout the state were represented. Support personnel represented four public libraries, 2 hospitals for the handicapped, two special schools for the handicapped, 2 of the

University of California campuses, and 2 state universities, plus the State Department of Rehabilitation, the California Community Colleges Chancellor's Office, the State Rehabilitation officers and enablers.

This project limited the scope of non standard physical characteristics as follows:

1. Partially sighted
2. Totally blind
3. Partially deaf
4. Totally deaf
5. Physical handicaps which permit independent mobility and reasonable coordination and use of the hands.

It further limited the scope of library services under consideration to:

1. Public services
2. Technical services
3. Audiovisual services

PART I
ORIENTATION

Factors Which Emphasize the Need to Prepare Persons With Non Standard Physical Characteristics for Successful Employment as Library/Media Technical Assistants

1. The Increasing Number of Persons with Disabilities:

Fourteen percent of the working population (ages 16-65) have a disability of some sort according to James Ahrens, District Director, State Department of Rehabilitation, San Bernardino. Of these, 6% were born with a handicap.

"We are living in a new world today, but we haven't caught up with our awareness", said Barbara Sullivan, Specialist, Academic Affairs, Handicapped, Chancellor's Office, California Community Colleges. "Three million out of 20 million in California, or 3 out of every 20, have disabilities. This is too large a population to ignore. It is necessary to get these people into the job market, just from the standpoint of economics. Of the 3 million, 500,000 are of the age 16-64, yet only 20,000 are now attending community colleges. Sixty-nine percent of all handicapped Californians suffer onset of the disability after the age of 24. For this group prior eduction and work experience are of distinct advantage as background for retraining programs in the community colleges."

2. Legislation

Legislators are recognizing the need and are making funding available to assist persons with disabilities. Recently, according to Mrs. Karen Coffee, Cooperative Personnel Services, State Personnel Board, the physically handicapped have become a protected group in accordance with Affirmative Action.

Who are the Handicapped? Types and Frequency of Disabilities

Categories of disabilities were described by James Ahrens as follows:

1. Sensory Disabilities - 5%
   Includes various degrees of deafness and blindness
2. Physical Disabilities - 40%
   Includes paralysis of all extremities; polio victims; congenital disabilities; accident victims (paraplegic and quadraplegic). Of young adult males, 85% receive disability between ages of 16-25.
3. Emotional Problems - 15%

4. Mental Retardation or Developmentally Disabled - 5%
5. Internal Medical Disabilities - 15-20%
6. Public Offenders

Semantics with Reference to Terminology

Throughout the Workshops concern was expressed in the common, and sometimes haphazard usage of the terms "handicapped" and "disabled". It was pointed out that everyone probably has or has had some type of handicap of one sort or another during a life span. Ken Blackwelder, Coordinator, Rehabilitation Services, La Puente Valley School for Adults, suggested the terms "handicap" and "disability" should not be used synonomously. In his interpretation, a "disability" is a fact which cannot be removed; a "handicap" indicates how the disability affects performance. A "handicapped condition" can be overcome; a "disability" cannot. A "handicap" should be considered an "inconvenience to work around successfully."

Disabilities may also be referred to as "non standard physical characteristics", said Dr. Al Doobie, U. S. Office of Education.

Karen Coffee, Cooperative Personnel Services, defined "physical handicap" as described by F.E.P.C. (Fair Employment Practices Commission): "A physical handicap is an impairment of sight, hearing or speech, or impairment of physical agility because of amputation, or loss of function or coordination, or any other health impairment which requires special education for related services."

How do They Fit? Overcoming Occupational Handicaps for Persons With Disabilities

Five major sources of assistance in overcoming handicaps were emphasized: (1) The extensive resources of the State Department of Rehabilitation; (2) The services of Enabling Officers and Counselors on the community college campuses; (3) The impact of modern technology in the design and provision of equipment aids; (4) The attempt to eliminate architectural barriers in libraries and classrooms; and (5) Occupational training and retraining programs.

1. The Resources of the State Department of Rehabilitation

Persons with disabilities should seek the assistance of their local Rehabilitation Offices, whose function it is to counsel, test, and assist with occupational training and retraining in order to make their clients employable. According to Dr. Carolyn Nash, Chief Deputy Director, State Department of Rehabilitation, Los Angeles, recent policy makes it possible for the Rehabilitation Offices to furnish the following services to their clients:

Equipment aids to assist in training for employment, and to successfully perform on the job when employed. (Frequently aids are especially designed to meet the needs of individuals).

Interpreters to assist the deaf.

Readers for the blind.

Drivers for those unable to drive a car.

Minimal attendant care.

2. The Services of Enabling Officers and Counselors on Community College Campuses.

For students enrolled in community colleges these officers are the liaison between the college and the local Rehabilitation Offices. Such cooperation should be encouraged. Library Directors should take advantage of this important service in assisting students and employees who have disabilities, and have not already become aware of the services offered on campus.

3. The Impact of Modern Technology in the Design of Equipment Aids to Meet the Needs of Individuals with Disabilities.

Phenomenal equipment aids have been developed to assist individuals with disabilities, and if not already designed, probably can be. It would be impossible to list in this report the wide variety of aids available. Sources for equipment aids are listed in the bibliography. The following were the most frequently mentioned during the Workshop sessions:

The Optacon. This was not only mentioned many times, but was used by one of the totally blind students during the three week Workshop. For library work its advantage over braille is apparent since it permits immediate scanning of the printed word for the blind person and adept in its use. The only disadvantage seemed to be the need for adequate training and practice, the ability of the blind person to learn to use the aid and its limitation to read print no smaller than in the telephone directory.

MCM Silent Communicator (Talking Machine). This aid translates typed messages immediately onto a small visual screen. It is very valuable for those with speech impairment and was used by one student in the three week Workshop very successfully.

Attachments for Typewriters. Devices to assist the blind in typing forms correctly were demonstrated by Pat Gibbons in her office at Sensory Perception, Inc., Los Angeles (See Bibliography).

The Telephone, its amplification and adaptations for the blind and the deaf.

Teletype Machines

Closed Circuit Television

Tape Recorders

Print Enlargers

Braillers

Braille Typewriters

Special Typewriters

IBM Machines which are easy to operate
Special typewriters for one handed persons
(One reference was cited by a participant in the Workshop, who had the use of only one hand, as being helpful for a one-handed person typing on a standard keyboard:

Richardson, Nina K., Type with one Hand, South-Western Publishing Co., Burlingame, Calif., 1959

Page Turners

Special driving controls for automobiles

Special vans for transportation

Special types of wheel chairs

4. Eliminating Architectural Barriers

It is imperative to look at the physical plant, each library and classroom in terms of adequacy for the individuals with disabilities. Each situation must be examined and evaluated in terms of local needs. Some suggestions and resources noted during the Workshops are briefly cited below:

(The film, "The Surest Test" (see bibliography) presented an excellent overview of architectural barriers frequently encountered by those in wheelchairs)

Problems of stairs preventing access by wheelchairs
Narrow doorways which do not permit access of wheelchairs
Need for modification of rest rooms for accessibility by wheelchairs

Height of mirrors in rest rooms
Parking facilities for access to and from an automobile by a wheelchair
Height of light switches
Height of elevator controls
Brailling of elevator controls for the blind
Light signals as substitutes for sound signals for the deaf
Height of filing cabinets for access by persons in wheelchairs
Height of book shelves for access by persons in wheelchairs
Elimination of heavy doors and the provision of automatic opening doors or a means whereby doors can be safely opened and closed
Removal of obstacles protruding into passages and corridors which would be obstacles to the blind
Height of counters for persons in wheelchairs, etc.
(Other modifications become self-apparent as provision is made for persons with disabilities within local areas)

(Mr. Robert Hancock, State Department of Rehabilitation, Sacramento, has a film presentation describing such barriers. See Roster of Consultants)

5. Provision of Adequate Training and Retraining Programs in Occupations with Reference to Persons with Disabilities

There is a great need not only to provide training and retraining programs in occupations, but to also make them accessible to persons with non standard characteristics through job and task anaiysis in terms of physical requirements.

Potential of Persons with Disabilities and Personnel Relations

To quote Sally Grove, President, Pomona Valley Chapter, California Association of the Physically Handicapped, Casa Colina Hospital, "A disability does not make a person inferior; it often times makes one superior." The drive of the individual and how much one wants to succeed appears to determine the potential. Sometimes that which would appear to be impossible to accomplish is done successfully when the person with the disability works around the inconvenience and finds ways to perform the job successfully. What a person can do depends on how much he/she wants to succeed. Therefore, potential depends largely upon each individual.

Innumerable suggestions as to what factors assist in successful on-the-job performance were cited as personnel relations.

A few are listed below:

1. The person with a disability should be honest with the employer in what can or cannot be accomplished.
2. The employer should not require unrealistic job descriptions.
3. Persons with disabilities should be carefully selected for the appropriate job.
4. Architectural barriers should be eliminated.
5. Provision should be made through the Department of Rehabilitation for equipment aids which will assist in the successful performance and accomplishment on the job.
6. Local offices of the Department of Rehabilitation should be consulted in setting up desirable work situations.
7. Physical requirements for specific jobs should be realistic.
8. Employers should be consistent.
9. Good rapport should be created (mutual respect between two or more persons).
10. Communicate to individuals that one cares - peers or supervisors.
11. Supervisors must be genuinely themselves - not superficial - and indicate that they care and are interested in all individuals.
12. Voice inflection is important to the blind.
13. Never pity a person with a disability. On the other hand, do not ignore. Treat the same as persons without disabilities.
14. Deal with people on personal level. Ask, What can you do?
15. People take pride in producing; give them the opportunity to function.
16. Be sensitive to situations.
17. Do not compromise standards.
18. Work with each person as an individual in order that optimum potential may be achieved.

19. Design job descriptions realistically for persons with disabilities.

20. Do not segregate persons with non standard physical characteristics from persons with standard physical characteristics.

Job Analysis in Relation to Identifying Physical Requirements for Library/Media Technical Assistants.

Job descriptions are the basis for the development of behavioral objectives and task analysis. It was for this reason many job descriptions for Library/Media Technical positions were submitted by Workshop participants for review and study. The following observations were made:

1. Frequently, physical requirements for the jobs are omitted from the qualifications in the job descriptions, thus making it difficult for a person with a physical disability to know whether performance on the job is possible.

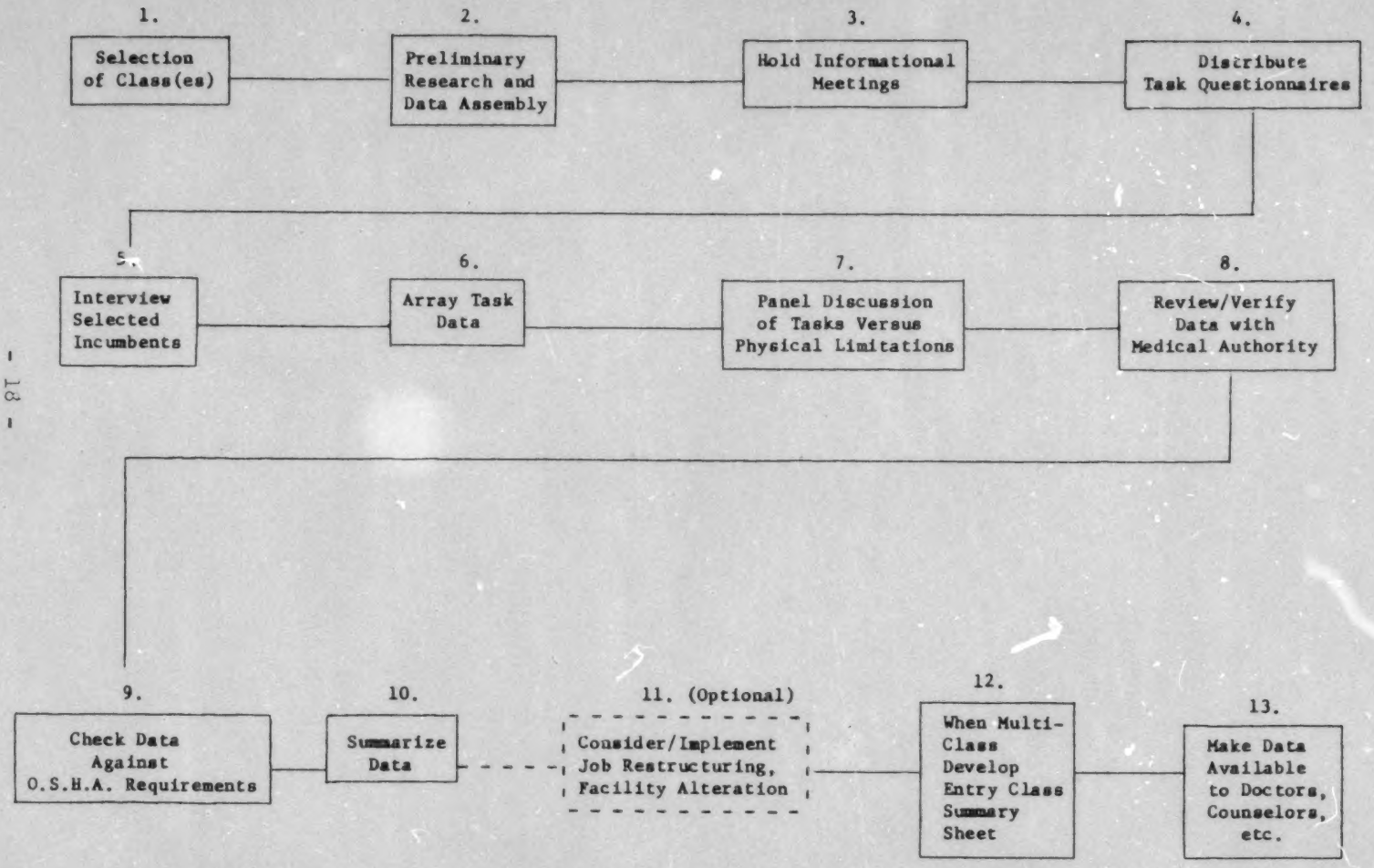
2. Frequently class specifications appear to be outdated.

3. Requirements for certain jobs occasionally are unrealistic, and not job related. Such an example is the requirement for typing a specified number of words. Instead of stating the requirements specifically, it should be stated, as suggested by Mrs. Karen Coffee, Cooperative Personnel Services: "Persons employed in this job must be able to type at a speed necessary to successfully complete the job."

A model (see Table I) was discussed in detail by Mrs. Karen Coffee for job analysis to identify physical requirements. The three Workshops were able to complete points 1-7 from a broad approach. Workshop I developed behavioral objectives and tasks for three broad areas of service within a library: Public Services, Technical Services and Audiovisual Services. From these a listing of tasks was compiled and evaluated by library directors and instructors with the assistance of panels of persons with disabilities in three categories: (1) deaf

TABLE I

MODEL FOR JOB ANALYSIS
TO IDENTIFY PHYSICAL REQUIREMENTS



or partially deaf; (2) blind or partially blind; (3) persons in wheelchairs with physical disabilities who have (a) good manual dexterity, and (b) limited manual dexterity (all with average or above average mental ability). Workshop II analyzed the behavioral objectives and tasks in terms of the same disabilities from the standpoint of experienced, incumbent Library/Media Technical Assistants, with the assistance of panels of persons with disabilities as described above. Workshop III, consisting of students with the above disabilities with average or above mental ability, evaluated the tasks from the standpoint of performance within their own limitations, in cooperation with the panel. Prior to the evaluation by the students in Workshop III, detailed lesson plans describing the required tasks in the three areas of library service were studied, and the students actually had the opportunity of performing selected tasks. This activity was supplemented by field trips to observe task performance and procedures in two public libraries, one community college library, one university library and one high school library.

As time did not permit the completion of all of the steps in the Model, Table I, it should be noted that the following information was not obtained:

1. Reviewing/verifying data with medical authority.
2. Checking data against O.S.H.A. (Occupation Safety and Health Act).
3. Job restructuring.

Job restructuring is very desirable in order to realign sets of duties and create new jobs out of the pool of duties which can be done by individuals with disabilities. This would be desirable as a next step in follow-up of the Project.

PART II

OUTCOMES

Summary of Findings in the Analysis of the Physical Requirements for Behavioral Objectives and Task Analysis for Library/Media Technical Assistants

Behavioral objectives common to Public Services, Technical Services and Audiovisual Services which persons with disabilities (as defined above) should be able to perform were listed as follows:

All L/MTA's should be able to:

1. Describe the purpose and functions of each library department as it related to total library services.
2. Define the role of the L/MTA in each area of the learning resources center.
3. Be familiar with library terminology.
4. Be able to understand and follow established policies and procedures for a given system.
5. Know the basic areas found in a library, regardless of type.
6. Understand the role of the levels of staff persons who fill the various positions.
7. Learn the basic elements of a card catalog or the entries of a book catalog.
8. Meet and work with the public.
9. Type at a reasonable speed for the job to be performed.

Behavioral objectives and tasks required for Public Services, Technical Services and Audiovisual Services are listed in the Appendix with the analysis of those tasks which in the opinion of the evaluators may or may not be performed by persons with the non standard physical characteristics specified. The summary of the analysis is described in Table II.

TABLE II

Prediction of Success in the Accomplishment of Behavioral Objectives and Task Elements in Library/Media Technology for Persons with Non Standard Physical Characteristics

Library/Media Personnel and Students (with non standard physical characteristics) evaluated the Behavioral Objectives and Tasks in three areas of Library Service: Public Services, Technical Services and Audiovisual Services. Success of accomplishment was evaluated for those persons with average mental ability or above who may be partially sighted, totally blind, partially deaf, totally deaf, or physically handicapped (independently mobile with the aid of a wheel chair). The latter group was further divided into those with good manual dexterity and those with partial manual dexterity.

DEAF

P = Partial
T = Totally

	Pub. Serv. (88 tasks)		Technical Serv. (140 tasks)		AV Serv. (22 tasks)	
	P	T	P	T	P	T
No. of tasks predicted by Library/Media Personnel to be accomplished without limitations	72	71	138	138	21	16
Percentage	82%	81%	99.9%	99.9%	95%	73%
No. of tasks predicted by students with disabilities to be accomplished without limitations	85	71	138	138	17	18
Percentage	97.5%	81%	99.9%	99.9%	77%	82%

BLIND

No of tasks predicted by Library/Media Personnel to be accomplished without limitations	29	25	46		18	11
Percentage	32.9%	28%	32.8%		82%	50%
No of tasks predicted by students with disabilities to be accomplished without limitations	No Evalu.	56	No Eval	89	No Eval.	15
Percentage		64%		63.5%		68.1%

TABLE II (Cont.)

PHYSICALLY HANDICAPPED

MD = Good manual dexterity
MDL = Manual dexterity limited

	Public Serv. (88 tasks)		Technical Serv. (140 tasks)		AV Serv. (22 tasks)	
	MD	MDL	MD	MDL	MD	MDL
No. of tasks predicted by Library/Media Personnel to be accomplished without limitations	87	83	140	76	22	19
Percentage	99%	94%	100%	54%	100%	86%
No. of tasks predicted by Students with disabilities to be accomplished without limitations	78	57	130	109	17	15
Percentage	89%	65%	93%	78%	77%	68%

The interpretation and application of the findings should be used with the following points in mind:

1. Performance varies depending upon each individual. The information is indicative only and should be used primarily as a guide. There is a danger in categorizing potential of individuals.

2. The responses are subjective and reflect many varied backgrounds and experiences. For example, students with disabilities who evaluated performance in each of the service areas vary, in some instances, with the responses by library personnel. Library personnel did not consider the totally blind in performing Technical Services, and, therefore, did not evaluate tasks for this group. On the other hand, the totally blind student in Workshop III believed with the aid of the Optacon and other equipment, it would be possible to accomplish 63.5% of the tasks.

Accomplishment of Tasks According to Categories of Disability

Deaf:

For those persons with hearing disabilities, with the exception of the Public Services area and the use of the telephone, the hearing disability is minimal. The problem in the use of the telephone might be solved with special equipment. During the training period it would be desirable to have someone available to sign and interpret and to have someone available on the staff trained to sign. This would facilitate communication. The ability for a totally deaf person to be able to verbalize would be essential in working with patrons. Predictability, using the average percentage derived from the responses by library personnel and students with disabilities indicates that 89.75% of tasks in Public Services could be performed by those who have partial hearing, and 81% by those who are totally deaf; in Technical Services, 99.9% for both the partially and totally deaf; and in Audiovisual Services, 86% for the partially deaf and 77.5% for totally deaf.

Blind:

For persons with visual disabilities, Audiovisual Services appeared to be the best from the standpoint of number of tasks that could be performed. It should be noted, however, that the totally blind student, with the use of the Optacon, indicated that it would be possible to perform 64% of the tasks in Public Services, and 63.5% of those in Technical Services. Library personnel indicated that the partially sighted could handle the telephone, do cataloging and classification, could supervise the processing of material for circulation, collate items

for binding and supervise students. Some tasks were eliminated or limited by need for speed and accuracy. This was particularly true in receiving, filing and withdrawing materials.

Predictability, using the average percentage derived from the responses by library personnel and students with disabilities indicated 32.9% of tasks in Public Services could be performed by the partially blind (response only by library personnel); 46% by totally blind; in Technical Services 32.8% by partially blind (response only by library personnel), and 63.5% by totally blind (response only by blind student); and in Audiovisual Services 82% by partially blind (response only by library personnel), and 59% by totally blind.

Physically Handicapped:

In the estimation of the library personnel, a person with independent mobility and good manual dexterity had few limitations, as long as the physical facilities were free from architectural barriers for wheelchairs. For those with limited manual dexterity, major maintenance, equipment set up and distribution and tape production in the area of Audiovisual Services would probably be difficult to perform. In Technical Services there did not appear to be a limitation for the paraplegic. In all areas except cataloging, classification, and supervision the tasks were limited by need for speed and accuracy.

Predictability, using the average percentage derived from the responses by library personnel and students with disabilities, indicated 94% of the tasks in Public Services could be performed by those with good manual dexterity; 79.5% by those with limited manual dexterity; in Technical Services 96.5% by those with good manual dexterity; in Audiovisual Services, 88.5% by those with good manual dexterity, and 77% by those with limited manual dexterity.

In summary, the Audiovisual area appears to have high potential for all of the persons with the disabilities studied. There is a danger in categorizing, however, as has been pointed out earlier in the study.

L/MTA Recruitment and Training Programs

One of the objectives of the workshop was to design a public relations plan for recruitment of handicapped into L/MTA programs. The following suggestions were made:

1. Work with the campus Office of Services to the Handicapped to obtain prospective students.

2. Prepare brochures for the L/MTA program. In the brochure welcome handicapped to enroll in the program and encourage them to come in for an evaluation of their potential for jobs in libraries.

3. Circulate statewide publicity from the Chancellor's Office through their publications in order to reach areas where there are no L/MTA programs.

4. Involve the counselors and have them give publicity when visiting the high schools.

5. Enlist the assistance of the L/MTA Advisory Committees in recruitment and placement.

6. Investigate radio and TV spot announcements and newspaper articles.

7. Get publicity in INTERCOM, the Calif. Community Colleges Newsletter.

8. Submit articles to journals read by professionals in counseling and assistance to the handicapped.

9. Enlist the assistance of State Rehabilitation Offices and Special Programs for the Handicapped.

10. Contact persons with disabilities who are interested.

11. Advertise training programs.

12. Revise job announcements and include specific physical requirements.

13. Revise application forms and make it possible for applicants to return applications by mail.

14. Eliminate all unnecessary medical requirements.

15. Open up access to jobs making certain that minimum requirements are job related.

16. Work with doctors and inform them of job requirements.

Training and Instructional Techniques for the Persons with Disabilities in the L/MTA Program

The entire area of training techniques for both students and instructors needed more attention than it was possible to give during a 2-1/2 day workshop. It was imperative there be guidelines for instructors

who will be teaching th students with disabilities. Following are some suggestions:

1. Contact the campus Office of Services to the Handicapped.

2. Get the student involved with the State Department of Rehabilitation if the student is not already involved.

3. Try to make the report of this Workshop available to instructors at the beginning of the semester.

4. Look at the physical plant, library and classroom in terms of adequacy for the handicapped students.

5. Consider production of self-instructional packages. This could possibly be a project for the State L/MTA Advisory Committee to avoid duplication of effort.

6. Teach and train the persons with disabilities as part of the regular classes. There is no need to set up special classes for the handicapped.

7. Consider restructuring present courses into smaller modules.

8. Enlist the assistance of class members in working with the handicapped in regular classes.

PART III

EVALUATION

Techniques, Organization, Personnel

The short period of time between the notification of funding and the planned schedule for the Workshops resulted in a very concentrated effort to adequately circulate publicity. Soon after the first announcement circulated, June 4, 1975, the feedback from recipients caused some concern:

1. Some Library Directors in community colleges were not too receptive to the idea of training and employing persons with physical limitations.

2. Some Library Directors were not fully acquainted with the programs for the handicapped on their own college campuses. As they attempted to gain information it was found that frequently Enabling Personnel for the Handicapped were hired for only a ten month period, and were not available to lend assistance during the summer months. It was, therefore, difficult to obtain the joint recommendations of the Enablers and the Library Directors in the selection of handicapped students for the Workshop. As a result the information submitted describing the disabilities of the students who wished to attend was frequently inadequate to make qualified judgments in selection.

Fortunately the information was received early enough for the Steering Committee to avert some potential problems by:

1. Planning the program design to emphasize the positive aspects of the handicapped program; by using many successfully employed persons with non standard physical characteristics as consultants and assistants.

2. Involving the State Department of Rehabilitation as a co-sponsor of the Workshops.

3. Making innumberable telephone calls to Library Directors and Enabling Officers, even though the latter were in some instances on vacation, to create better cooperation between Library Directors and Enabling Officers on the college campuses. These contacts "personalized" the project and succeeded in adding desirable publicity.

With reference to the use of successfully employed handicapped personnel during the Workshop it should be noted that these individuals were invaluable in assisting with the evaluation of the decisions which were made to determine potential of persons with non standard physical characteristics to accomplish the behavioral objectives and the tasks in the Library/Media Technical Assistant field. Early in the Workshop the Evaluators pointed out the desirability of having persons with non standard physical characteristics to represent all of the areas concerned (blind), deaf, and physically handicapped). Flexibility of the program made this possible and proved to be very helpful. The local offices of the State Department of Rehabilitation are to be congratulated in the role they played in furnishing such personnel.

The site location for the Workshops on the campus of the University of California at Riverside was a great asset, and far exceeded expectations in the services rendered at very minimal cost. This was especially evident when the handicapped students arrived for the three week period, were "living in" throughout the three weeks, including weekends. These assets were:

Convenient housing in one wing of the Aberdeen-Inverness Residence Hall which was modified without many architectural barriers, for the most part, for the convenience of the handicapped.

The dining hall and classrooms were adjacent to the wing so that even the totally blind could move independently from one area to the other.

Unusually fine food with assistance for special diets when necessary; even provision for refrigerators in the rooms if needed for insulin or special medication plus barbecues, sack lunches for picnics on weekends.

Easily accessible from the Ontario International Airport.

Use of the facilities of the Center for the Handicapped located in

the University Library, with excellent support and services of the Director of the Center.

Use of two vans for the wheel chairs plus one bus for transportation at a minimal cost, plus use of wheel chairs.

Use of the University Library where special tours were provided to support the course of study for public services and technical services. A coordinator from the library was appointed as a liaison person to the Workshop.

Use of the swimming pool with a life guard at a very minimal fee which provided the necessary therapeutic exercise required by the physically handicapped (polio cases, cerebral palsy, spinal injuries).

An extremely cooperative staff.

The organization and scheduling of the workshop staff, and the outstanding staff personnel also had significant positive effect and should be noted.

1. The three Instructors who were responsible for teaching the three subject areas (public services, technical services, and audio-visual) were scheduled to work continuously with the students for a period of one week each. The same Instructors had been responsible for leading the discussion groups for the same subject areas during the development of behavioral objectives and task analysis for the Library Directors and Instructors. This experience assisted in better understanding of both the potential of students with non standard physical characteristics, and the development of behavioral objectives and task analysis in relation to individual disabilities.

2. One full time Instructor stayed at the residence hall during the full three weeks, as did the Associate Director. Both were able to counsel the students on an informal basis over a cup of coffee more adequately as they became better acquainted with the individual interests, needs and potentials as they were revealed during this period. Since some of the students were experiencing for the first time the need to depend on themselves away from protective families, they needed special counseling and encouragement.

3. The qualified Assistants who also stayed at the residence hall during the full three weeks and were available to assist the students at all times, were extremely important in keeping morale high and averting failure. The Assistants filled specific roles: assisted the blind as readers; interpreted for the deaf; tutored and coordinated field trips and tours, offered the necessary assistance with numerous physical needs at all times.

4. The sincere interest and dedication of the entire staff was one of the most positive factors in the success of the conference. They invested much more time and energy than required because of their interest in the students.

5. The high calibre of consultants and resource personnel selected from top level authoritative positions gave much credibility to the study.

The schedule of activities planned for the students from 7:15 a.m. until 9:00 p.m. in the evening, and the schedule for the weekends, also proved to be a very positive factor in motivating the students to become more independent and to set their goals for the following year. Probably many would not have planned to go to college in the Fall if it had not been for this dynamic program:

1. Regular classes, labs, opportunity for counseling and field trips and tours during the day.

2. Sign language classes from 7:00-9:00 p.m. during the last week for which there was a real need. About half of the students attended this class, and it would have been desirable to have scheduled it for a longer period if an assistant had been available.

3. Classes in "How to Succeed in College" were very popular. These were given by a Counselor-Enabler for one full day at which time students had the opportunity to plan for enrolling in community colleges for the fall term. This was exceedingly important timewise for them to file applications for admission. Some were unaware of procedures. An outstanding Developmental Specialist offered classes at intervals during the day and evening on "How to Study". These were extremely valuable in conjunction with the assignments given by the Instructors presenting the materials for the Library/Media Technical Assistant orientation. The textbook used for that aspect of the course was used by the Developmental Specialist to assist students in successfully reading a text, how to take notes, how to improve memory techniques.

4. Cultural events were scheduled for some evenings and weekends as a break in the monotony of study. Three visits to the Redlands Bowl, without charge, where a symphony, a ballet and South Pacific were enjoyed, plus a trip to the famous Huntington Library and the Los Angeles County Arboretum broadened interests.

5. The fact that an interpreter was available throughout most of the workshop made it possible for one Media Assistant to remain in both Workshop I and II, and to work as a consultant in audiovisual during the last week of the student workshop. Also the fact that all of the lesson plans were systematically brailled for the blind student in advance of need was a very positive technique in relieving anxiety of the one blind student who could read braille very readily.

6. The timing of the Workshop for the students to be completed just before college classes were scheduled to begin, (in one case classes did begin and students were excused one day to attend

first day classes to verify their registration) was excellent since it gave no time lag between this motivating period of setting goals and the time when these goals might be implemented.

7. The timing on the other hand for "hands on" experience (over and above lab work provided in class) in actual libraries was not feasible because of minimum staffing during the summer vacation period. Tours and opportunity for observation were really all that the libraries could realistically offer. They did a fine job on this.

8. It was not possible to give academic credit for the workshops due to the complicated curriculum requirements of the local community colleges.

EVALUATION

PART II

Analysis of Pre and Post Evaluation of Participants

EVALUATION OF WORKSHOP I: The key to success for Workshops #2 and 3 was based directly on this workshop where the participants, Directors of Libraries and Instructors of Library/Media Technical Assistants developed the behavioral objectives to be used in the other two workshops. This task was successfully performed and behavioral objectives were identified in three service areas: public, technical and audiovisual. The groups developing these behavioral objectives were aided extensively and importantly by excellent resource people with long experience in working with the handicapped. The evaluators met with the staff and program people and critically examined the behavioral objective materials. During this evaluation the objectives for general requirements were clarified and detailed as follows:

all L/MTA's should be able to:

1. Contact the campus Office of Services to the Handicapped.
2. Get the student involved with the State Department of Rehabilitation if the student is not already involved.
3. Try to make the report of this workshop available to instructors at the beginning of the semester.
4. Look at the physical plant, library and classroom in terms of adequacy for the handicapped student.
5. Consider production of self-instructional packages. This could possibly be a project for the State L/MTA Advisory Committee to avoid duplication of effort.

6. Teach and train the handicapped as part of the regular classes. Don't set up special classes for the handicapped.

7. Consider restructuring present courses into smaller modules.

8. Enlist the assistance of class members in working with the handicapped in regular classes.

The evaluators determined the sets of behavioral objectives developed in each service area adequate for effective use in Workshops 2 and 3. Information taken from the pre and post questionnaires was used to further clarify the effectiveness of the workshop. Using a scale from 0-100% a positive average change in the following categories was calculated for the total number of participants: 1) attitudes towards the handicapped based on stereotype - 90%; 2) increase in knowledge in training and working with handicapped - 70%; 3) increased knowledge of architectural and equipment barriers in libraries relative to movement of handicapped - 90%; 4) increased knowledge concerning abilities of handicapped - 80%. The high percentages in the above categories shows that a positive influence on the participants was created by the program activities. The questionnaire further showed 88% of the participants received enough information including access to resource personnel to indicate they could proceed in recruiting handicapped for L/MTA programs. The evaluators rated this workshop based on critical evaluation of the behavioral objectives and the evaluation questionnaires as outstanding.

EVALUATION OF WORKSHOP 2: In evaluating this Workshop's success, the program efforts put forth by the Technical Assistants were correlated with the program objectives. These efforts were critically reviewed by the evaluators and suggestions made to the Technical Assistants to improve the output. The Technicians were highly successful in using the behavioral objectives developed in Workshop 1 and in realistically applying them to tasks to be performed by handicapped people in the public, technical, and audiovisual services areas. The information assembled by this group (used for verification purposes in evaluating the program's effort) can be compared directly to the material assembled by each participant in Workshop 3. A surprisingly close correlation existed between

tasks Technicians believed the handicapped could perform and those actually marked by the handicapped in Workshop 3. These materials developed by the Technicians were used successfully as group teaching materials with the handicapped. One must not forget, in the final analysis, the tasks to be performed depend on the individual's attitude, motivation, and degree of disability.

In further identifying the program's success, 75% of the Technicians prior to the program showed 86% with a strong positive attitude for the program; the remaining percent was negative or neutral. Following the Workshop all Technicians, or 100%, indicated a positive attitude and confidence they could work with the handicapped in an L/MTA program. Typical comments to support this concept are: 1) "The Workshop has strengthened my feelings on employability of handicapped;" 2)"Many reservations about using handicapped have been dispelled;" 3) "Had never thought about working with the handicapped before, but would now welcome the opportunity." In summary, the evaluators rated this a successful Workshop based on: 1) development of materials for each service area to be used in Workshop 3; 2) effective use of the behavioral objectives developed in Workshop 1; 3) positive attitudes developed in the program towards working with handicapped; and 4) positive comments which support the teaching staff and the excellent assistance given by the resource personnel.

EVALUATION OF WORKSHOP 3: An attempt was made in the pre-evaluation material in this Workshop to learn as much as possible about each individual from a standpoint of assistance through government agencies and other groups. These included, among others, work experience, college training, self attitudes concerning their abilities, and interest in a program such as the L/MTA. It was concluded this information would be helpful in the teaching program. The pre-evaluation questionnaire showed 80% had received assistance from the California State Department of Rehabilitation. The aid focused on financial assistance in college, employment assistance and equipment. Only 33% received assistance from other sources. This was largely medical and equipment aid.

A rather surprising statistic concerned work experience; only 12% of the total enrolled had no job experience. Approximately 45% had worked on full-time jobs (6 months or longer), and about 40% had worked part-time. The remaining percent was credited to volunteer work. The group was educationally-oriented. Only 18% had no formal college training; 15% had completed 4 years of college, and the remaining 67% had completed one or two years of school in a community college. Fifty-five percent came to the program knowing they wanted to work in a library situation. The remaining 45% were undecided and were in the program to determine their interest in the L/MTA program. A rating scale based on attitude with respect to confidence and understanding of their own abilities showed an 80% increase in positive attitude. This reflected in the general attitude of the group toward the program's objectives.

The followup evaluation for the program was valuable and projected the success of the workshop. Ninety-five percent of the group indicated the workshop had enabled them to identify areas in the L/MTA program that most nearly corresponded to their abilities and interests. These interests (tested individually for each service group) showed 67% with a high interest in public service; 47% for technical service and 58% for audiovisual service. The low interest for the service categories was 16%, 31% and 27%, respectively.

Rating the overall program aspects on a 1,2,3,4,5 scale and taking the total points divided by the number responding and dividing this by 5 (the highest rating) showed a rating of 82% for social, 76% for program materials and presentation, 60% for field activities and 82% for interpersonal relations. A 100% equalled a perfect score for each category.

Also in the questionnaire given following the workshop, 74% indicated their intention of entering an L/MTA program in the community colleges; 16% were entering 4-year colleges, and 10% were probable but expected to enter an L/MTA program. It is concluded from the above ratings and the numbers entering the L/MTA program, at this point prior to the individuals entering a job situation, this program appears to have been extremely successful.

In the general survey to measure the attitudes following the workshop, comments typical of the program reflected the program's individual aspects; social, program material, field trips and interpersonal relationships:

"Many of the technical aspects of the program were difficult for me, but not impossible to perform. The whole program has strengthened my sense of self-confidence and independence and informed me that there is a place to serve. Thank you."

"The presentation, and especially the pre-written parts by Mrs. Wisdom and Mr. Keller were most informative. The instructors had wide purview and gave varying points of view regarding the library field. This was quite an intense survey and perhaps a little more break time should have been allowed for easily-tired severely disabled students. (Exhaustion did give some personality clashes at times)..."

"I have really learned a lot these past 3 weeks in the library field. I had no idea there were so many duties performed in the library field. I will be in an L/MTA Program this fall and I know I will find an area where I will be very comfortable working able to do a very good job! This 3 week orientation was exciting and challenging and I am very glad I attended because it gave me an outlook of my future plans. I say this because I really didn't know what I really wanted to do."

FOLLOW-UP

Follow-up began during the Workshop. From time to time the students with non standard physical characteristics were counseled as questions arose relating to their future plans for enrolling in community colleges during the Fall term. Any questions that arose were given full attention either by the Instructors or specially qualified Consultants who were called to assist in solving questions. Plans for the future changed during the Workshop for several of the students, and opportunity was made for adequate assistance to be given in the change of plans.

One example of this was a pilot Career Opportunity Project underway at El Camino College where one of the students planned to enroll. This student asked if it would be possible to analyze the tasks which she might be required to accomplish in the library under this pilot program. Further probing indicated the Director of the Library, who does not offer a Library/Media Technical Assistant program, had not been informed of the pilot program. The Librarian was contacted, made two trips to the Workshop to work individually with the student, and broke the communication barrier between her department and the office of the Enabling Officer who was creating the pilot program. This made the difference between the success and failure of the project for the El Camino College student.

As the Workshop for the students progressed it appeared desirable to create a closer relationship between Rehabilitation Officers and students. For this reason each student was asked to invite such officers to a dinner at the final workshop session. Rehab Counselors heard first-hand, during the evening presentations, what had been accomplished at the Workshop. They observed the awarding of the Certificates of Accomplishment. A closer working relationship between students and counselors was created. The response was excellent. Many indicated it paved the way for much better working relationships on the college campuses.

One personal instance must be cited. The Counselor from Sacramento was taken ill and the last minute cancelled, BUT, cared enough to send the student counselee a telegram of congratulations and sent a corsage for her to wear to the dinner. Such joy as was expressed on her part was worth the entire Workshop.

Also at the dinner, two Library School faculty were invited to attend because some of the students had become motivated enough to wish to continue with upper division graduate work. These instructors, one the Director of the Library School at California State University at Fullerton, the other an instructor, at University of California, Los Angeles Library School. Both spent time counseling these students.

On Sptember 22, 1975, follow up letters were sent to each of the students attending the Workshop in order to determine how their plans might be progressing after classes had begun at the colleges. Replies will be examined with interest.

The students are hoping a follow-up conference will be possible in March so they may share their experiences with Library Directors and Technicians and Rehab personnel. They will evaluate as a group their success in performing the tasks which they analyzed as possible to accomplish during the workshop preparatory to the Library/Media Technical Assistant college work. The idea of coming back as a group appeared to be a strong stimulus for achievement by each individual.

A copy of the Final Report of the Workshop will be sent in the form of Proceedings to all community college Library Directors in California to acquaint them with the potential of persons with non standard physical characteristics in paraprofessional library work.

CONCLUSIONS

It appears the goals and objectives set forth in the program design of the project have been accomplished:

1. The attitude of Library Directors, Instructors, and Technical Assistants at the close of the Workshop was very positive toward hiring persons with non standard physical characteristics when they left the Workshop.

2. A high respect was generated for the potential, the drive, and the willingness of persons with non standard physical characteristics to achieve success on the job.

3. A better understanding of the services of the Rehabilitation Offices, the techniques and mechanics of obtaining these services for persons with non standard physical characteristics was attained.

4. The importance of the removal of architectural barriers and the supply of equipment aids to assist persons with non standard physical characteristics was recognized, and became a reality that must be considered.

5. An outstanding set of behavioral objectives and task analysis for Library/Media Technology was developed and evaluated by all participants which may be used as guidelines in directing students with non standard physical characteristics.

6. The performance of individuals with non standard physical characteristics depends upon what the individual believes he can do and how much he wishes to succeed. Therefore, each individual's potential should be evaluated on this premise.

7. A blanket statement as to what persons with non standard physical characteristics can or cannot do is not feasible. Only tentative guidelines may be used in analyzing tasks and behavioral objectives within categories of disabilities.

8. A better understanding of job descriptions and the need for more careful evaluation of task needs and qualifying skills within Library/Media Technology was achieved.

9. The techniques for publicizing the acceptance of on-the-job hiring of persons with non standard physical characteristics was better understood by participants.

10. There is an evident need to include in announcements of training programs for Library/Media Technology the provision for training persons with non standard physical characteristics. (One Library Director recalled material already at the printers to insert such a statement).

11. the fact that 23 out of 26 students received Certificates of

successful completion of the three week Workshop was an indication of the high level of interest of the students.

12. The student participants with non standard physical characteristics increased their independence and self confidence far beyond the point that existed when they enrolled in the Workshop.

13. The students with non standard physical characteristics acquired a self evaluation of their own potentials in relation to on-the-job tasks.

14. The students with non standard physical characteristics set immediate goals for enrolling in a community college and pursuing courses in Library/Media Technical Assistant work.

15. The Workshop was successful in changing attitudes of library staff toward accepting personnel with non standard physical characteristics. But there were a great number who did not attend who need this type of experience to change their attitudes.

16. A Workshop involving persons with non standard physical characteristics must include an adequate number of qualified assistants to meet many unforseeable needs which arise when a group with such a variety of disabilities is assembled together. The proportion used in this Workshop, (the ratio of one assistant to six persons), was about adequate.

17. The Equipment Clinic which informed participants of the latest supportive equipment for persons with disabilities was very valuable to all concerned.

RECOMMENDATIONS

It is recommended that:

1. The opportunity may be provided for all Workshop participants to reconvene in approximately seven months, using remaining funds, to re-evaluate the progress made in the interim period following the final session of the Workshop.

2. The development of modules of instruction specifically for persons with non standard physical characteristics be studied to determine whether there should be any difference between modules developed for the average student and those with certain disabilities. In order to do this, the Director and Associate Director of the 1975 Workshop should attend one of the U.S. Office sponsored workshops on modular instruction in libraries.

3. The opportunity be provided for a second Workshop during 1976 which would expand the scope of the 1975 Workshops as follows:

   a. Include Directors of all Community College Libraries in California rather than to restrict the study to only Directors of Community Colleges where Library/Media Technical Assistant programs exist.

   b. Broaden the scope of disabilities to include in addition to those studied in the 1975 Workshops, emotional problems, internal and medical disabilities, as well as public offendors.

   c. Further expand the subject areas of service within libraries to include "special services" which were not explored in the 1975 Workshops.

   d. Analyze current job descriptions, with particular attention to qualifications. The cursory examination during the 1975 Workshops indicated some qualifications and requirements are outdated and unreal, e.g., typing speed requirements vs. typing proficiency.

   e. Schedule the portion of the Workshop for Library Directors and Technicians at a time when vacation schedules will not interfere. Schedule the Workshop for persons with non standard physical characteristics during the summer as was done in 1975 to take advantage of Residence Hall rates, and to relate closely to the beginning of Fall classes as was done in 1975.

   f. Make it possible for more assistants to work with the students with non standard physical characteristics. It appears that currently employed L/MTA's make excellent assistants, but

advance planning needs to occur so they may be released from their positions during the summer vacation schedule. L/MTA's who work as supervisors profit in on-the-job relationship by a Workshop involving persons with non standard physical characteristics.

4. Enabling Officers for the Handicapped on community college campuses be invited to participate on a team basis with the Library Directors.

5. When a project is funded, allow more lead time after the notification in order to have a longer planning period in setting up the institute.

6. Mechanics required in the fiscal expenditure of project funds should be simplified.

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   Publishers: The MIT Press, Massachusetts Institute of Technology, Cambridge, Massachusetts 02142
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South-Western Publishing, 1959

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Department of Industrial relations,
Division Industrial Safety
3460 Wilshire Blvd.
Los Angeles, Calif. 90010
Telephone (213) 381-5625

AUDIOVISUAL MATERIALS

16mm film

"The Surest Test" - 12 min., color, sound, cost of postage

Available from: Easter Seal Society for Crippled
Children and Adults of Washington
521 2nd Avenue
Seattle, Washington 98119

Also available from: State Department of Rehabilitation,
Vocational Training
Sacramento, California

Tape/Filmstrip

(also available as cassettes, half-track monaural;
reels, 3-3/4 in./Sec; cassettes 1-7/8 in/sec.

The following tape/filmstrips are available from:

Multi Media Office
Mt. San Jacinto College
21400 Highway 79
San Jacinto, CA 92383

VT-1b Physical Handicaps and Learning
Tape: 26 min., Filmstrip:45 frames

VT-3b Teaching the Handicapped
Tape: 22 min; Filmstrip: 59 frames

VT-16c Making Vocational Education Accessible to the Physically Handicapped
Tape: 20 min.; Filmstrip: 44 frames

VT-50a Employment of the Physically Handicapped
Tape: 17 min.; Filmstrip: 33 frames

RESOURCES FOR EQUIPMENT FOR THE HANDICAPPED

Noel Rudd
Handicapped Equipment Center
711 S. San Fernando Blvd.
Burbank, California 91502

Numerous catalogs of equipment for the handicapped

Tele Sensory Systems, Inc.
1889 Page Mill Road
Palo Alto, California 94304

Consultants for the Optacon

Pat Gibbons
Sensory Perception, Inc.
408 S. Spring
Los Angeles, California 90013

Training specialist on the Optacon and assistance to the Blind.

Mr. Robert Hancock
California State Department of Rehabilitation
Department of Vocational Training
723 "E" Street
Sacramento, California 95814

Silent Communications, Inc., 1440 29th Ave., Oakland, CA
MCM Silent Communicator

Cost: $687.50

University of California at Riverside
Center for Handicapped Student Services

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PROJECT STEERING COMMITTEE

The Project Steering Committee met three times during the project in addition to one all day meeting of a planning subcommittee (See agendas):

Roster

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Mike Foraker, Director of Housing, University of California, Riverside

Anna Gonzales, Library/Media Technical Assistant and Counselling Assistant, Mt. San Antonio College

Sally Grove, President, Pomona Valley Chapter, California Association of the Physically Handicapped, Casa Colina Hospital, Pomona

Melbourne Gustafson, Counsellor for the Handicapped, Mt. San Antonio College

Robert Hancock, State Training Facilities Coordinator, State Department of Rehabilitation, Sacramento

Barbara Hennick, Library/Media Technical Assistant, Citrus College

Mel Kavin, Kater-Crafts Bookbinders, Pico Rivera

Dorothy Keil, Library/Media Technical Assistant, College of the Canyons

Dorothy La Barge, Library/Media Technical Assistant, Chaffey College

Dr. Robert Lennan, California State School for the Deaf, Riverside

Douglas Loveday, Consultant, State Department of Rehabilitation, Sacramento

Consultants and Resource Personnel (continued)

Catherine Lucas, Head Librarian, Riverside City-County Library

Irene Mazura, Reference Librarian, Azusa Public Library (Depository for the Braille Institute)

Charles Mitchell, District Director, Riverside Office, State Department of Rehabilitation
Staff:

Frank Almaida. Deaf
Kris Winters. Consultant for the Blind
Harold Williams. Intern (Blind)
Barbara Sultan, Consultant for the Deaf

Noel Rudd, Handicapped Equipment Center, Van Nuys

Richard Springer, Enabler for the Handicapped, Riverside City College, Riverside

Ted Studebaker, Circulation Department, Eureka City-County Library, Eureka

Barbara Sullivan, Specialist in Academic Affairs, Services for the Handicapped, California Community Colleges, Chancellor's Office

Dr. Carolyn Vash, Chief Deputy Director, Department of Rehabilitation, Los Angeles

Elizabeth Weeks, Liaison for Workshop, University Library, University of California, Riverside

Raymond Wood, Graduate School of Library Service and Information Science, University of California, Los Angeles

ROSTER

Enabling Officers and Counsellors for the Handicapped
Assigned to Students Enrolled in Workshop
Name of Student in Parens ( )

Rehabilitation Counsellors

Floyd Allen, 4th and Mountain Ave., Ontario, CA (Loebach)
John Dean, 723 E Street, Sacramento, CA (Dyckhoff)
John Eckert, 1350 Front Street, San Diego, CA (Krebs)
Evelyn Elash, San Luis Obispo, Office State Department of Rehabilitation, 1025 Pacific St., San Luis Obispo, CA 93401 (Ackerman)

Ellen Fallon, Department of Rehabilitation, Loma Linda University Medical Center, Room A-230, Loma Linda, CA 92354 (Scott)

Margaret Grateful, Long Beach Office, State Department of Rehabilitation, Long Beach, CA 90803 (Raine)

William Laws, Auburn Office, State Department of Rehabilitation, Auburn, CA 95603 (Mason, Dianne)

Donna Mandelstam, Redondo Beach Office, State Department of Rehabilitation, 1603 Artesia, Redondo Beach, CA 90278 (Parker)

Barbara Noble, Inglewood Office, State Department of Rehabilitation, 6060 N. Manchester Blvd., Inglewood, CA (Freid)

Arlene Ring, Santa Monica Office of Rehabilitation, Santa Monica, CA (Krier)

Winifred Scott, 872 Magnolia Ave., Upland, CA 91786 (Baldwin)

Ernestine Wilson, Riverside Office, State Department of Rehabilitation, 6848 Magnolia Ave., Suite 5, Riverside, CA (Mason, Ed).

Enabling Officers or Contact Person on Community College Campus:

Leslie Arluck, Rancho Los Amigos (Raine)
Beatrice Brody, El Camino College (Freid, Krier, Parker, McRoberts, Akers)
Ken Edwards, Chaffey College (Loebach, Baldwin, Scott, Villanueva, Lugo)
Steven Fasteau, El Camino College (Freid, Krier, Parker, McRoberts, Akers)
Marvin Howell, Library, Sacramento City College (Dyckhoff)
Bob Knowles, Sacramento City College (Dyckhoff)
Sylvia Manheim, 41 Neapolitan Lane, Long Beach, CA 90803 (Raine)
Jim Miller, Palomar College, San Marcos, CA 92069 (Krebs)
Vince O'Boyle, Citrus College, Azusa, CA 91702 (Thompson)

INSTITUTIONS REPRESENTED

Community Colleges

American River College
Chaffey College
Citrus College
College of the Canyons
Cuesta College
El Camino College
Fullerton College
Grossmont College
Los Angeles Trade Technical College
Los Angeles Valley College
Merced College
Monterey College
Mt. San Antonio College
Palomar College
Pasadena City College
Riverside City College
Sacramento City College
Santa Ana College
Santa Rosa College
Victor Valley College

Public Libraries

Azusa Public Library
Eureka City-County Public Library
Inglewood Public Library
Los Angeles County Library
Ontario Public Library
Riverside City-County Public Library

Hospitals for the Physically Handicapped

Casa Colina
Rancho Los Amigos

Special Schools

California School for the Deaf
Valley Vocational School

Universities

University of California at Los Angeles
University of California at Riverside
California State University, Fullerton
California State University, Long Beach

Behavioral Objectives and Tasks in L/MTA Work which the TOTALLY OR PARTIALLY BLIND May or May Not be Able to Perform

P = Partially blind
T = Totally blind
* = Need special equipment
✓ - Yes, can do
0 = No, cannot do

Col. I = Evaluated by Library/Media Personnel
Col. II = Evaluated by students with disabilities *
L = Limited performance

* Note: Students did not evaluate partially blind

PUBLIC SERVICES	I P	I T	II T
Circulation			
1. Registration			
a. Explain registration policies and procedures	✓	✓	✓
b. Provide applicants with forms and assist in its preparation	✓	0	✓
c. Review completed application form	0	0	L
d. Verify other types I.D. cards used or accepted by a library	0	0	*
e. Issue cards to applicants	0	0	✓
f. Maintain files of registrants	✓	0	✓
g. Give printed information about services, collection or procedures	0	0	✓

TECHNICAL SERVICES	I P	I T	II T
Acquisition Procedures			
1. Check order requests in various files as needed to avoid unwanted duplicate purchases:	0		L
a. Read	0		0
b. Handle forms, cards	L		L
c. Use book or card catalog, outstanding order file, orders received file, and shelf list	L		L
2. Verify information needed to identify and order materials using specific bibliographic tools:			
a. Write	L		✓
b. Turn pages	L		✓
c. Read	L		L
d. Handle large books	L		✓
3. Prepare order forms and/or requisitions for library materials	0		L
a. Read	L		L
b. Type	L		✓
c. Separate and staple forms	L		✓
4. Supervise preparation of order forms and/or requisitions for library materials.			
a. Communicate verbally or in writing	L		✓

PUBLIC SERVICES	I P	I T	II T
2. Checking in and out of materials			
a. Charges, renews, and discharges circulating materials using either manual or machine	o	o	✓
b. Instructs or assists borrowers as necessary in use of charging system	✓	✓	✓
c. Checks to see if returned materials are overdue	o	o	*
d. Checks to see if returned items are on reserve	o	o	✓
e. Examine material for damage	o	o	✓
f. Prepares circulation desk for service	✓	✓	✓

TECHNICAL SERVICES	I P	I T	II T
5. Order and receive printed Catalog Cards	o		L ✓
a. Type	L		✓
b. Read	L		L
c. Handle and sort forms	L		L
6. Dealing with publishers and jobbers orally or in writing			
a. Communicate by telephone/in writing (or typing)	✓		✓
II Maintenance of Order Files			
1. Establish and maintain outstanding order files, and correspondence files	L		✓
a. Type	L		✓
b. Read	L		✓
c. Use adding machine	L		L
2. Maintain a record of expenditures for each department account	o		L
a. Write	L		L
b. Handle books	L		✓
c. Read	L		L
d. Use adding machine	L		✓

BLIND 3

PUBLIC SERVICES	I P	I T	II T
2. Checking in and out of materials (continued)			
g. Maintains supplies needed for area	✓	✓	✓
h. Keeps circulation records and compiles statistics	✓	✗	✓
i. Supervises established circulation and registration procedures	✓	✓	✓
j. Responds to user complaints, presented in person, by mail, or telephone.	✓	✓	✓
k. Accounts for lost and damaged materials	✓	✓	✓
3. Overdues and fines			
a. Computer fines	o	o	✓

TECHNICAL SERVICES	I P	I T	II T
III Receiving materials			
1. Check incoming materials against order files for completeness and accuracy.	o		L
a. Open boxes and packages	L		✓
b. Place materials onto truck or shelf	o		o
c. Read	o		L
d. Write	o		L
e. Handle forms	o		✓
2. Check invoices and approve for payment	o		L
a. Read	L		✓
b. Write	L		L
c. Handle forms and cards	L		✓
3. Sort and route materials to proper area for housing	o		✓
a. Handle books, pamphlets, other library materials and forms	L		✓
b. Read	L		✓
4. Claim missing items, adjust errors in shipping or billing, cancel items	o		✓

BLIND 4

PUBLIC SERVICES	I P	I T	II T
3. Overdues and fines (continued)			
b. Collects and records fines	o	o	✓
c. Verifies computer printouts of overdues	o	o	✓
d. Completes and sends form notices to borrowers with overdues.	x	x	✓
e. Does follow up on those who have not responded to form notices	✓	✓	✓
f. Prepares form letters requesting payment for lost or damaged materials	x	x	✓

TECHNICAL SERVICES	I P	I T	II T
III Receiving Materials (continued)			
a. Type or write	L		✓
b. Handle forms, letter	L		L
c. Use Adding machine			
d. Read	L		✓
5. Return damaged materials or items received in error	o		✓
a. Package materials	L		✓
b. Write or type	L		✓
c. Read	L		✓

BLIND 5

PUBLIC SERVICES	I P	I T	II T
3. Overdues and fines (continued)			
g. Records receipt of payment for lost or damaged materials	0	0	✓
h. Forwards money to accounting unit	✓	✓	✓
i. Provides supervision of overdue process	0	0	✓
4. Checking and maintaining storage of materials			
a. Sorts returned materials by type, location	L	L	L
b. Arranges returned materials for easy filing	0	0	L
c. Shelves materials in correct area	0	0	L
d. Locates materials on shelves or in files as requested	0	0	0

TECHNICAL SERVICES	I P	I T	II T
III Receiving Materials (continued)			
6. Acknowledge and process gift items according to established procedure	0		✓
a. Write	0		✓
b. Read	0		✓
c. Type			
d. Handle forms, letters and books			
7. Assign and supervise accessioning of materials and stamping ownership marks.	0		✓
a. Use hand stamp	L		✓
b. Use accessioning machine	L		L
c. Read	L		✓
IV Cataloging:			
1. Search in bibliographic tools (NUC, CBI MARC, proof slips, etc.) for catalog card data	0		✓
a. Read	L		✓
b. Handle books and/or operate micro-film reader	L		L

PUBLIC SERVICES	I P	I T	II T
4. Checking and maintaining storage of materials (continued)			
e. Delivers requested materials to point of service	*	O	✓
f. Searches shelves and files for overdue items	O	O	O
g. Makes regular examination of shelves and files to see if materials are properly placed	O	O	O
h. Keeps shelves and files orderly	O	O	O
i. Clears tables in service areas	O	O	✓
j. Shift materials from one location to another	O	O	✓
k. Places new materials on special display shelves	O	O	L
L. Supervises maintenance of shelves and files	O	O	✓

TECHNICAL SERVICES	I P	I T	II T
IV CATALOGING (continued)			
2. Prepare a unit card	✓		✓
a. Type	✓		✓
b. Read	✓		✓
c. Handle cards	✓		✓
3. Catalog added copies, continuations, and later editions of materials previously cataloged.	✓		✓
a. Type	✓		✓
b. Handle cards	✓		✓
c. Use existing files	✓		✓
4. Prepare catalog cards, shelf list, book cards and pockets, label books, put protective covers on book jackets	O		✓
a. Read	L		✓
b. Type	L		✓
c. Key punch	L		✓
d. Handle books, cards and forms	L		✓
e. Paste or operate pasting machine	L		✓
f. Apply tape to book covers	L		✓

BLIND 7

PUBLIC SERVICES	I P	I T	II T
4. Checking and maintaining storage of materials (continued)			
m. Searches charge records, shelf lists, and other files to trace missing materials.	O	O	O
5. Use of equipment involved in area			
a. Schedules use of equipment	✓	✓	✓
b. Monitors use of equipment	✓	✓	✓
c. Provides instruction in operation	✓	✓	✓
d. Examines malfunctioning equipment in response to use requests	*	*	O
e. Performs minor on-the-source maintenance	✓	O	L
f. Makes photocopies of materials as requested by users	L	L	L

TECHNICAL SERVICES	I P	I T	II T
IV CATALOGING (Continued)			
5. Supervise production and revise the above.	O		✓
a. Read	L		✓
b. Handle books, cards	L		✓
c. Communicate orally or in writing	L		✓
V Classification and Subject Headings			
1. Apply adopted classification system in classifying simple materials	✓		✓
a. Read	✓		✓
b. Handle cards and books	✓		✓
c. Write or type	✓		✓
d. Use existing files	✓		✓
2. Assign author numbers according to adopted schedule and select appropriate subject headings from the accepted heading list	✓		✓

BLIND B

PUBLIC SERVICES	P	T	T
B. Orientation of Users			
1. Answers questions in locating materials and areas	✓	✓	✓
2. Replies to general directional questions	✓	✓	✓
3. Distributes floor plans, brochures, etc.	✓	✓	✓
C. Interpretation of Card Catalog			
1. Explains the differnt elements of the card by answering user's questions about call number, dates, etc.	✓	O	✓
2. Direct the user to professional when necessary	✓	✓	✓
D. Reserves			
1. Examines forms presented by users	*	O	*
2. Checks to see where requested material is.	*	O	✓

TECHNICAL SERVICES	I		II
a. Read	✓		✓
b. Handle cards and books	✓		✓
c. Write or type	✓		✓
d. Use existing files	✓		✓
3. Prepare cross references as needed	O		✓
a. Read	L		✓
b. Handle cards and books	L		✓
c. Write or type	L		✓
d. Use existing files	L		✓
VI Filing			
1. File or review filing in existing catalog according to established rules	O		✓
a. Read	L		✓
b. Handle cards	L		✓
c. Use existing files	L		✓
VII Miscellaneous			
1. Make minor repairs to library materials	O	O	L

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BLIND 9

PUBLIC SERVICES	I P	I T	II T
D. Reserves (continued)			
3. Locates cards for items in circulation and tags	+	o	L
4. Identifies returned items for which reserve orders have been placed.	+	o	o
5. Notifies borrowers	+	o	✓
6. Locates reserved materials when asked for	✓	✓	L
7. Accepts reserve list from faculty	L	L	L
8. Performs necessary work to place items on reserve	+	+	✓
9. Informs the other staff members of what is on reserve	L	L	L
E. Basic Reference Service			
1. Answers telephone and directs call to correct person if necessary	✓	✓	✓

TECHNICAL SERVICES	I P	I T	II T
VII Miscellaneous (continued)			
a. Handle books	L		L
b. Read	L		L
c. Apply tape	L		L
d. Paste	L		L
e. Staple	L		L
f. Use special binding equipment	L		L
2. Collate items for sending to commercial bindery and prepare instructions for binder	✓		L
a. Read	✓		L
b. Box books	✓		L
c. Type	✓		L
d. Handle forms	✓		L
e. Write	✓		L
f. Use adding machine	✓		L
g. Use ruler	✓		L
3. Revise materials returned from bindery; approve invoices for payment	✓		L

BLIND 10

PUBLIC SERVICES	I P	I T	II T
E. 2. Assists users in locating materials they are looking for (physical location)	✓	✓	L
3. Give help in use of basic tools like Readers' Guide or other indexes and unabridged dictionaries	✓	✓	✓
4. Answers certain ready reference questions	✓	✓	✓
5. Checks catalogs and standard sources for publication data needed for bibliographies	O	O	L
6. Checks standard reference tools for information requested by professionals	L	O	L
7. Works with users in use of reference materials that have been organized by professionals	L	O	L
8. Help with supervision of reading room	✓	✓	✓

TECHNICAL SERVICES	I P	I T	II T
VII Miscellaneous (continued)			
a. Read	✓		L
b. Write	✓		L
c. Handle books	✓		L
4. Take inventory			L
a. Complete mobility	No EVAL		L
b. Read			L
c. Write			L
d. Handle cards			L
5. Supervise inventory procedures following established procedures	✓		✓
a. Communicate orally or in writing	✓		✓
6. Maintain statistics and prepare reports as required	O		✓
a. Type	L		✓
b. Write	L		✓
c. Read	L		✓
d. Handle cards and letters	L		✓

BLIND II

PUBLIC SERVICES	I P	I T	II T
F. Interlibrary Loans			
1. Answers telephone and obtains information necessary to process requests	✓	✓	✓
2. Separates and sorts received TWX messages for interlibrary loan materials and process	o	o	✓
3. Type or write order forms for materials	✓ o	o	✓

TECHNICAL SERVICES	I P	I T	II T
VII Miscellaneous (continued)			
7. Supervise students/clerical assistants as assigned.	✓		✓
a. Communicate orally or in writing	✓		✓
b. Read	✓		✓
8. Organize and supervixe production of acquisition lists	✓		✓
a. Type or keypunch	✓		✓
b. Read	✓		✓
c. Handle cards or forms	✓		✓

PUBLIC SERVICES	I P	I T	II T
F. Interlibrary Loans (Continued)			
4. Determines by checking catalogs and circulation records if requested items are available	*	o	*
5. Searches shelves and files for materials requested or completes call slips for them	*	o	L
6. Notifies borrowers by form letter or TWX of availability of materials	✓	✓	✓
7. Assigns borrowers numbers to all new requests	o	o	✓
8. Computes postage and insurance rates	*	o	✓
9. Maintains files on all materials loaned or borrowed.	*	o	*
10. Maintains record of dates on which items are due to be returned.	*	o	✓
11. Requests return of overdue materials	*	*	✓

TECHNICAL SERVICES	I P	I T	II T
VII Miscellaneous (continued)			
9. Remove records for materials withdrawn from the collection	o		o
a. Use existing files	L		L
b. Read	L		L
c. Handle books, cards, and catalog trays	L		L
10. Recommend or secure supplies	No	Eval.	✓
a. Write or type			✓
b. Read			✓
c. Handle forms			✓

BLIND 13

PUBLIC SERVICES	I P	I T	II T	TECHNICAL SERVICES VII Miscellaneous (continued)		
F. Interlibrary loans (continued)						
12. Notifies borrowers when requested items have arrived	*	*	✓			
13. Packages for return items received through interlibrary loan	*	*	✓			
14. Provides supervision interlibrary loan unit	o	o	/			
G. Public Relations						
1. Research, plan, organize and arrange displays	o	o	L			
2. Inform professional of any problem with patron involved in any area of public services	✓	✓	✓			
3. Assist in routing of materials	*	*	✓			
H. Checking users as they leave library.						
1. Ask patrons to show materials	o	o	/			
2. Check briefcases, notebooks, etc.	o	o	o			
3. Supplement the work of the automatic detection system if used.	o	o	o			

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Behavioral Objectives and Tasks in L/MTA Work which the TOTALLY OR PARTIALLY BLIND May or May Not be Able to Perform

P = Partially blind

T = Totally blind
* = Need special equipment
✓ = Yes, can do
0 = No, cannot do

Col. I = Evaluated by Library/Media Personnel
Col. II = Evaluated by students with disabilities*
L = Limited performance

*Note: Students did not evaluate partially blind

AUDIOVISUAL	I P	I T	II T
I Production			
1. Produce reel-to-reel or cassette tapes	✓	✓	✓
2. Duplicate reel-to-reel cassette tapes	✓	✓	✓
3. Produce slides, filmstrips, transparencies, 8mm film loops, charts, etc.	✓	0	L
4. Duplicate slides, transparencies	✓	0	✓
5. Produce slide/tapes, sound filmstrips video tapes	✓	0	L
6. Maintain, clean records, transparencies	✓	✓	✓
7. Inspect and manually clean film	✓	✓	✓
8. Film and tape splicing	✓	✓	✓
II Equipment			
1. Operate tape players, recorders duplicators, record players	✓	✓	✓
2. Operate slide projectors, and duplicators, filmstrip projectors, 8mm film and loop projectors	✓	✓	✓

AUDIOVISUAL

	I P	I T	II T
II Equipment (continued)			
3. Operate 16mm projectors, slide/tape projectors, filmstrips/tape or disc projectors, video tape reocrders	✓	✓	✓
III Maintenance			
1. Minor maintenance	✓	✓	✓
a. Cleaning lenses, tape heads, bulb replacement			
2. Major Maintenance			
a. Overhauling and/or exhaustive repair of electro-mechanical equipment	✓	O	L
3. Record keeping for repairs, cleaning, overhaul, etc.	O	O	L

AUDIOVISUAL

	I		II
	P	T	T
IV Distribution			
1. Delivery, set-up and retrieval of equipment and/or material to and from other locations, such as classrooms, etc.	✓	O	✓
2. Scheduling for the use of equipment and/or materials	✓	✓	✓
3. Over-the-counter circulation of materials and/or equipment	O	O	L
4. Inventory of equipment and/or materials	✓	O	L
V General			
1. Telephone service, patron requests vendor relations, etc.	✓	✓	✓

AUDIOVISUAL

V General	I P	I T	II T
2. Record keeping, statistics, purchase orders, letters, forms, maintenance of files.	o	o	L
3. Shipping and receiving - all equipment and materials	✓	o	✓
4. Office machine use - typewriters, adding machines, etc.	o	o	✓

Behavioral Objectives and Tasks in L/MTA Work which the TOTALLY OR PARTIALLY DEAF May or May Not be Able to Perform

P = Partially Deaf
T = Totally Deaf
* = Need special equipment
✓ = Yes, can do
O = No, cannot do

Col. I = Evaluated by Library/Media Personnel
Col. II = Evaluated by students with disabilities
L = Limited Performance

PUBLIC SERVICES

Circulation	I P	I T	II P	II T
1. Registration				
a. Explain registration policies and procedures	O	O	✓	O
b. Provide applicants with forms and assist in its preparation	✓	✓	✓	O
c. Review completed application form	✓	✓	✓	O
d. Verify other types I.D. cards used or accepted by a library	✓	✓	✓	O
e. Issue cards to applicants	✓	✓	✓	✓
f. Maintain files of registrants	✓	✓	✓	✓
g. Give printed information about services, collection or procedures	✓	✓	✓	✓

TECHNICAL SERVICES

Acquisition Procedures	I P	I T	II P	II T
1. Check order requests in various files as needed to avoid unwanted duplicate purchases:	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle forms, cards	✓	✓	✓	✓
c. Use book or card catalog, outstanding order file, orders received file, and shelf list	✓	✓	✓	✓
2. Verify information needed to identify and order materials using specific bibliographic tools	✓	✓	✓	✓
a. Write	✓	✓	✓	✓
b. Turn pages	✓	✓	✓	✓
c. Read	✓	✓	✓	✓
d. Handle large books	✓	✓	✓	✓
3. Prepare order forms and/or requisitions for library materials	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Type	✓	✓	✓	✓
c. Separate and staple forms	✓	✓		
4. Supervise preparation of order forms and/or requisitions for library materials.	✓	✓	✓	✓
a. Communicate verbally or in writing	✓	✓	✓	✓

PUBLIC SERVICES	I P	I TF	I T	II P	II T
2. Checking in and out of materials					
a. Charges, renews, and discharges circulating materials using either manual or machine	✓	✓	✓	✓	✓
b. Instructs or assists borrowers as necessary in use of charging system	✓	○	✓	✓	
c. Checks to see if returned materials are overdue	✓	✓	✓	*	
d. Checks to see if returned items are on reserve	✓	✓	✓	✓	
e. Examine material for damage	✓	✓	✓	✓	
f. Prepares circulation desk for service	✓	✓	✓	✓	

TECHNICAL SERVICES	I P	I T	II P	II T
5. Order and receive printed Catalog Cards	✓	✓	✓	✓
a. Type	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Handle and sort forms	✓	✓	✓	✓
6. Dealing with publishers and jobbers orally or in writing	○	○	L	L
a. Communicate by telephone/in writing (or typing)	L	L	L	L
II Maintenance of Order Files				
1. Establish and maintain outstanding order files, and correspondence files	✓	✓	✓	✓
a. Type	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Use adding machine	✓	✓	✓	✓
2. Maintain a record of expenditures for each department account	✓	✓	✓	✓
a. Write	✓	✓	✓	✓
b. Handle books	✓	✓	✓	✓
c. Read	✓	✓	✓	✓
d. Use adding machine	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
2. Checking in and out of materials (continued)				
g. Maintains supplies needed for area	✓	✓	✓	✓
h. Keeps circulation records and compiles statistics	✓	✓	✓	✓
i. Supervises established circulation and registration procedures	✓	✓	✓	✓
j. Responds to user complaints, presented in person, by mail, or telephone.	✓	✓	✓	✓
k. Accounts for lost and damaged materials	✓	✓	✓	✓
3. Overdues and fines				
a. Computes fines	✓	✓	✓	✓

TECHNICAL SERVICES	I P	I P	II T	II T
III Receiving materials				
1. Check incoming materials against order files for completeness and accuracy.	✓	✓	✓	✓
a. Open boxes and packages	✓	✓	✓	✓
b. Place materials onto truck or shelf	✓	✓	✓	✓
c. Read	✓	✓	✓	✓
d. Write	✓	✓	✓	✓
e. Handle forms	✓	✓	✓	✓
2. Check invoices and approve for payment	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Write	✓	✓	✓	✓
c. Handle forms and cards	✓	✓	✓	✓
3. Sort and route materials to proper area for housing	✓	✓	✓	✓
a. Handle books, pamphlets, other library materials and forms	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
4. Claim missing items, adjust errors in shipping or billing, cancel items	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
3. Overdues and fines (continued)				
b. Collects and records fines	✓	✓	✓	✓
c. Verifies computer printouts of overdues	✓	✓	✓	✓
d. Completes and sends form notices to borrowers with overdues.	✓	✓	✓	✓
e. Does follow up on those who have not responded to form notices	✓	✓	✓	✓
f. Prepares form letters requesting payment for lost or damaged materials	✓	✓	✓	✓

TECHNICAL SERVICES	I P	I T	II P	II T
III Receiving Materials (continued)				
a. Type or write	✓	✓	✓	✓
b. Handle forms, letter	✓	✓	✓	✓
c. Use Adding machine	✓	✓	✓	✓
d. Read	✓	✓	✓	✓
5. Return damaged materials or items received in error	✓	✓	✓	✓
a. Package materials	✓	✓	✓	✓
b. Write or type	✓	✓	✓	✓
c. Read	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
3. Overdues and fines (continued)				
g. Records receipt of payment for lost or damaged materials	✓	✓	✓	✓
h. Forwards money to accounting unit	✓	✓	✓	✓
i. Provides supervision of overdue process	✓	✓	✓	✓
4. Checking and maintaining storage of materials				
a. Sorts returned materials by type, location	✓	✓	✓	✓
b. Arranges returned materials for easy filing	✓	✓	✓	✓
c. Shelves materials in correct area	✓	✓	✓	✓
d. Locates materials on shelves or in files as requested	✓	✓	✓	✓

TECHNICAL SERVICES	I P	I T	II P	II T
III Receiving Materials (continued)				
6. Acknowledge and process gift items according to established procedure	✓	✓	✓	✓
a. Write	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Type	✓	✓	✓	✓
d. Handle forms, letters and books	✓	✓	✓	✓
7. Assign and supervise accessioning of materials and stamping ownership marks.	✓	✓	✓	✓
a. Use hand stamp	✓	✓	✓	✓
b. Use accessioning machine	✓	✓	✓	✓
c. Read	✓	✓	✓	✓
IV Cataloging:				
1. Search in bibliographic tools (NUC, CBI MARC, proof slips, etc.) for catalog card data	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle books and/or operate micro film reader	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
4. Checking and maintaining storage of materials (continued)				
c. Delivers requested materials to point of service	✓	✓	✓	✓
f. Searches shelves and files for overdue items	✓	✓	✓	✓
g. Makes regular examination of shelves and files to see if materials are properly placed	✓	✓	✓	✓
h. Keeps shelves and files orderly	✓	✓	✓	✓
i. Clears tables in service areas	✓	✓	✓	✓
j. Shift materials from one location to another	✓	✓	✓	✓
k. Places new materials on special display shelves	✓	✓	✓	✓
l. Supervises maintenance of shelves and files	✓	✓	✓	✓

TECHNICAL SERVICES	I	II
IV CATALOGING (continued)		
2. Prepare a unit card	✓	✓
a. Type	✓	✓
b. Read	✓	✓
c. Handle cards	✓	✓
3. Catalog added copies, continuations, and later editions of materials previously cataloged.	✓	✓
a. Type	✓	✓
b. Handle cards	✓	✓
c. Use existing files	✓	✓
4. Prepare catalog cards, shelf list, book cards and pockets, label books, put protective covers on book jackets	✓	✓
a. Read	✓	✓
b. Type	✓	✓
c. Key punch	✓	✓
d. Handle books, cards and forms	✓	✓
e. Paste or operate pasting machine	✓	✓
f. Apply tape to book covers	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
4. Checking and maintaining storage of materials (continued)				
m. Searches charge records, shelf lists, and other files to trace missing materials.	✓	✓	✓	✓
5. Use of equipment involved in area				
a. Schedules use of equipment	✓	✓	✓	✓
b. Monitors use of equipment	✓	✓	✓	✓
c. Provides instruction in operation	L	L	✓	✓
d. Examines malfunctioning equipment in response to use requests	O	O	L	L
e. Performs minor on-the-source maintenance	✓	✓	✓	L
f. Makes photocopies of materials as requested by users	✓	✓	✓	L

TECHNICAL SERVICES	I P	I T	II P	II T
IV CATALOGING (Continued)				
5. Supervise production and revise the above.	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle books, cards	✓	✓	✓	✓
c. Communicate orally or in writing	✓	✓	✓	✓
V Classification and Subject Headings				
1. Apply adopted classification system in classifying simple materials	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle cards and books	✓	✓	✓	✓
c. Write or type	✓	✓	✓	✓
d. Use existing files	✓	✓	✓	✓
2. Assign author numbers according to adopted schedule and select appropriate subject headings from the accepted heading list	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
D. Orientation of Users				
1. Answers questions in locating materials and areas	D	D	✓	✓
2. Replies to general directional questions	D	D	✓	✓
3. Distributes floor plans, brochures, etc.	✓	✓	✓	✓
C. Interpretation of Card Catalog				
1. Explains the differnt elements of the card by answering user's questions about call number, dates, etc.	L	L	✓	✓
2. Direct the user to professional when necessary	L	L	✓	✓
D. Reserves				
1. Examines forms presented by users	✓	✓	✓	✓
2. Checks to see where requested material is.	✓	✓	✓	

TECHNICAL SERVICES	I	I	II	II
a. Read	✓	✓	✓	✓
b. Handle cards and books	✓	✓	✓	✓
c. Write or type	✓	✓	✓	✓
d. Use existing files	✓	✓	✓	✓
3. Prepare cross references as needed	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle cards and books	✓	✓	✓	✓
c. Write or type	✓	✓	✓	✓
d. Use existing files	✓	✓	✓	✓
VI Filing				
1. File or review filing in existing catalog according to established rules	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle cards	✓	✓	✓	✓
c. Use existing files	✓	✓	✓	✓
VII Miscellaneous				
1. Make minor repairs to library materials	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
D. Reserves (continued)				
3. Locates cards for items in circulation and tags	✓	✓	✓	✓
4. Identifies returned items for which reserve orders have been placed.	✓	✓	✓	✓
5. Notifies borrowers	o	o	✓	✓
6. Locates reserved materials when asked for	✓	✓	✓	✓
7. Accepts reserve list from faculty	✓	✓	✓	✓
8. Performs necessary work to place items on reserve	✓	✓	✓	✓
9. Informs the other staff members of what is on reserve	✓	✓	✓	✓
E. Basic Reference Service				
1. Answers telephone and directs call to correct person if necessary	*	O	L	L

TECHNICAL SERVICES	I P	I T	II P	II T
VII Miscellaneous (continued)				
a. Handle books	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Apply tape	✓	✓	✓	✓
d. Paste	✓	✓	✓	✓
e. Staple	✓	✓	✓	✓
f. Use special binding equipment	✓	✓	✓	
2. Collate items for sending to commercial bindery and prepare instructions for binder	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Box books	✓	✓	✓	✓
c. Type	✓	✓	✓	✓
d. Handle forms	✓	✓	✓	✓
e. Write	✓	✓	✓	✓
f. Use adding machine	✓	✓	✓	✓
g. Use ruler	✓	✓	✓	✓
3. Revise materials returned from bindery; approve invoices for payment	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
2. Assists users in locating materials they are looking for (physical location)	L	L	✓	*
3. Give help in use of basic tools like Readers' Guide or other indexes and unabridged dictionaries	L	L	✓	✓
4. Answers certain ready reference questions	L	L	✓	✓
5. Checks catalogs and standard sources for publication data needed for bibliographies	✓	✓	✓	*
6. Checks standard reference tools for information requested by professionals	✓	✓	✓	*
7. Works with users in use of reference materials that have been organized by professionals	L	L	✓	*
8. Help with supervision of reading room	o	o	✓	o

TECHNICAL SERVICES	I P	I T	II P	II T
VII Miscellaneous (continued)				
a. Read	✓	✓	✓	✓
b. Write	✓	✓	✓	✓
c. Handle books	✓	✓	✓	✓
4. Take inventory	✓	✓	✓	✓
a. Complete mobility	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Write	✓	✓	✓	✓
d. Handle cards	✓	✓	✓	✓
5. Supervise inventory procedures following established procedures	✓	✓	✓	✓
a. Communicate orally or in writing	✓	✓	✓	✓
6. Maintain statistics and prepare reports as required	✓	✓	✓	✓
a. Type	✓	✓	✓	✓
b. Write	✓	✓	✓	✓
c. Read	✓	✓	✓	✓
d. Handle cards and letters	✓	✓	✓	✓

DEAF 11

PUBLIC SERVICES	I P	I T	II P	II T
F. Interlibrary Loans				
1. Answers telephone and obtains information necessary to process requests	o	o	*	*
2. Separates and sorts received TWX messages for interlibrary loan materials and process	✓	✓	✓	✓
3. Type or write order forms for materials	✓	✓	✓	✓

TECHNICAL SERVICES	I P	I T	II P	II T
VII Miscellaneous (continued)				
7. Supervise students/clerical assistants as assigned.	✓	✓	✓	✓
a. Communicate orally or in writing	✓	✓	✓	✓
b. Read				
8. Organize and supervise production of acquisition lists	✓	✓	✓	✓
a. Type or keypunch	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Handle cards or forms	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T
F. Interlibrary Loans (Continued)				
4. Determines by checking catalogs and circulation records if requested items are available	✓	✓	✓	✓
5. Searches shelves and files for materials requested or completes call slips for them	✓	✓	✓	✓
6. Notifies borrowers by form letter or TWX of availability of materials	✓	✓	✓	✓
7. Assigns borrowers numbers to all new requests	✓	✓	✓	✓
8. Computes postage and insurance rates	✓	✓	✓	✓
9. Maintains files on all materials loaned or borrowed.	✓	✓	✓	✓
10. Maintains record of dates on which items are due to be returned.	✓	✓	✓	✓
11. Requests return of overdue materials	✓	✓	✓	✓

TECHNICAL SERVICES	I P	I T	II P	II T
VII Miscellaneous (continued)				
9. Remove records for materials withdrawn from the collection	✓	✓	✓	✓
a. Use existing files	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Handle books, cards, and catalog trays	✓	✓	✓	✓
10. Recommend or secure supplies	✓	✓	✓	✓
a. Write or type	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Handle forms	✓	✓	✓	✓

PUBLIC SERVICES	I P	I T	II P	II T	TECHNICAL SERVICES VII Miscellaneous (continued)
F. Interlibrary loans (continued)					
12. Notifies borrowers when requested items have arrived	✓	✓	✓	✓	
13. Packages for return items received through interlibrary loan	✓	✓	✓	✓	
14. Provides supervision interlibrary loan unit	✓	✓	✓	✓	
3. Public Relations					
1. Research, plan, organize and arrange displays	✓	✓	✓	✓	
2. Inform professional of any problem with patron involved in any area of public services	✓	✓	✓	✓	
3. Assist in routing of materials	✓	✓	✓	✓	
II. Checking users as they leave library.					
1. Ask patrons to show materials	✓	✓	✓	✓	
2. Check briefcases, notebooks, etc.	✓	✓	✓	✗	
3. Supplement the work of the automatic detection system if used.	✓	✓	✓	✗	

Behavioral Objectives and Tasks in L/MTA Work which the TOTALLY OR PARTIALLY DEAF May or May Not be Able to Perform

P = Partially Deaf
T = Totally Deaf
* = Need special equipment
✓ = Yes, can do
O - No, cannot do

Col. I = Evaluated by Library/ Media Personnel
Col. II = Evaluated by Students with disabilities
L = Limited Performance

AUDIOVISUAL	I		II	
	P*	T	P*	T
I Production				
1. Produce reel-to-reel or cassette tapes	✓	O	✓	✓
2. Duplicate reel-to-reel cassette tapes	✓	O	✓	✓
3. Produce slides, filmstrips, transparencies, 8mm film loops, charts, etc.	✓	✓	✓	✓
4. Duplicate slides, transparencies	✓	✓	✓	✓
5. Produce slide/tapes, sound filmstrips video tapes	✓	✓	✓	✓
6. Maintain, clean records, transparencies	✓	✓	L	L
7. Inspect and manually clean film	✓	✓	✓	✓
8. Film and tape splicing	✓	O	L	L
II Equipment				
1. Operate tape players, recorders duplicators, record players	✓	L	L	L
2. Operate slide projectors, and duplicators, filmstrip projectors, 8mm film and loop projectors	✓	✓	✓	✓

AUDIOVISUAL

	I		II	
	P	T	P	T
II Equipment (continued)				
3. Operate 16mm projectors, slide/tape projectors, filmstrips/tape or disc projectors, video tape reocrders	✓	✓	✓	✓
III Maintenance				
1. Minor maintenance				
a. Cleaning lenses, tape heads, bulb replacement	✓	✓	✓	✓
2. Major Maintenance				
a. Overhauling and/or exhaustive repair of electro-mechanical equipment	✓	✓	L	L
3. Record keeping for repairs, cleaning, overhaul, etc.	✓	✓	✓	✓

AUDIOVISUAL

	I		II	
	P	T	P	T
IV Distribution				
1. Delivery, set-up and retrieval of equipment and/or material to and from other locations, such as classrooms, etc.	✓	✓	✓	✓
2. Scheduling for the use of equipment and/or materials	✓	✓	✓	✓
3. Over-the-counter circulation of materials and/or equipment	✓	L	✓	✓
4. Inventory of equipment and/or materials	✓	✓	✓	✓
V General				
1. Telephone service, patron requests vendor relations, etc.	L	O	L	L

AUDIOVISUAL

V General	I P	I T	II P	II T
2. Record keeping, statistics, purchase orders, letters, forms, maintenance of files.	✓	✓	✓	✓
3. Shipping and receiving - all equipment and materials	✓	✓	✓	✓
4. Office machine use - typewriters, adding machines, etc.	✓	✓	✓	✓

Behavioral Objectives and Tasks in L/MTA work which INDEPENDENTLY MOBILE WHEELCHAIR PERSONS May or May not be Able to Perform

MD=with manual dexterity
MDL=with limited manual dexterity
*=special equipment needed
✓=can do; 0=cannot do
L=Limited performance

Col. I = evaluation by L/M personnel

Col. II = evaluation by students with disabilities

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
Circulation				
1. Registration				
a. Explain registration policies and procedures	✓	✓	✓	✓
b. Provide applicants with forms and assist in its preparation	✓	✓	✓	✓
c. Review completed application form	✓	✓	✓	✓
d. Verify other types I.D. cards used or accepted by a library	✓	✓	✓	✓
e. Issue cards to applicants	✓	✓	✓	✓
f. Maintain files of registrants	✓	✓	✓	L
g. Give printed information about services, collection or procedures	✓	✓	✓	✓

TECHNICAL SERVICES	I MD	I MDL	II MD	II MDL
Acquisition Procedures				
1. Check order requests in various files as needed to avoid unwanted duplicate purchases:	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle forms, cards	✓	✓	✓	✓
c. Use book or card catalog, outstanding order file, orders received file, and shelf list	✓	✓	✓	✓
2. Verify information needed to identify and order materials using specific bibliographic tools	✓	✓	✓	✓
a. Write	✓	✓	✓	✓
b. Turn pages	✓	✓	✓	✓
c. Read	✓	✓	✓	✓
d. Handle large books	✓	✓	✓	L
3. Prepare order forms and/or requisitions for library materials	✓	L	✓	✓
a. Read	✓	✓	✓	✓
b. Type	✓	L	✓	✓
c. Separate and staple forms	✓	L	✓	✓
4. Supervise preparation of order forms and/or requisitions for library materials.				
a. Communicate verbally or in writing	✓	L	✓	✓

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
2. Checking in and out of materials				
a. Charges, renews, and discharges circulating materials using either manual or machine	✓	✓	✓	✓
b. Instructs or assists borrowers as necessary in use of charging system	✓	✓	✓	✓
c. Checks to see if returned materials are overdue	✓	✓	✓	✓
d. Checks to see if returned items are on reserve	✓	✓	✓	✓
e. Examine material for damage	✓	✓	✓	✓
f. Prepares circulation desk for service	✓	✓	✓	L

TECHNICAL SERVICES	I MD	I MDL	II MD	II MDL
5. Order and receive printed Catalog Cards				
a. Type	✓	L	✓	✓
b. Read	✓	L	✓	✓
c. Handle and sort forms	✓	L	✓	✓
6. Dealing with publishers and jobbers orally or in writing	✓	✓	✓	✓
a. Communicate by telephone/in writing (or typing)	✓	✓	✓	✓
II Maintenance of Order Files				
1. Establish and maintain outstanding order files, and correspondence files	✓	L	✓	✓
a. Type	✓	L	✓	✓
b. Read	✓	✓	✓	✓
c. Use adding machine	✓	L	✓	✓
2. Maintain a record of expenditures for each department account	✓	L	✓	✓
a. Write	✓	L	✓	✓
b. Handle books	✓	L	✓	L
c. Read	✓	✓	✓	✓
d. Use adding machine	✓	L	✓	✓

PUBLIC SERVICES	I		II	
	MD	MDL	MD	MDL
2. Checking in and out of materials (continued)				
g. Maintains supplies needed for area	✓	✓	✓	L
h. Keeps circulation records and compiles statistics	✓	✓	✓	L
i. Supervises established circulation and registration procedures	✓	✓	✓	✓
j. Responds to user complaints, presented in person, by mail, or telephone.	✓	✓	✓	✓
k. Accounts for lost and damaged materials	✓	✓	✓	✓
3. Overdues and fines				
a. Computes fines	✓	✓	✓	✓

TECHNICAL SERVICES	I		II	
	MD	MDL	MD	MDL
III Receiving materials				
1. Check incoming materials against order files for completeness and accuracy.	✓	L	✓	✓
a. Open boxes and packages	✓	L	✓	L
b. Place materials onto truck or shelf	✓	L	L	L
c. Read	✓	✓	✓	✓
d. Write	✓	L	✓	✓
e. Handle forms	✓	L	✓	✓
2. Check invoices and approve for payment	✓	L	✓	✓
a. Read	✓	✓	✓	✓
b. Write	✓	L	✓	✓
c. Handle forms and cards	✓	L	✓	✓
3. Sort and route materials to proper area for housing	✓	L	✓	✓
a. Handle books, pamphlets, other library materials and forms	✓	L	L	L
b. Read	✓	✓	✓	✓
4. Claim missing items, adjust errors in shipping or billing, cancel items	✓	L	✓	✓

PUBLIC SERVICES	I		II	
	MD	MDL	MD	MDL
3. Overdues and fines (continued)				
b. Collects and records fines	✓	✓	✓	✓
c. Verifies computer printouts of overdues	✓	✓	✓	✓
d. Completes and sends form notices to borrowers with overdues.	✓	✓	✓	✓
e. Does follow up on those who have not responded to form notices	✓	✓	✓	✓
f. Prepares form letters requesting payment for lost or damaged materials	✓	✓	✓	✓

TECHNICAL SERVICES	I		II	
	MD	MDL	MD	MDL
III Receiving Materials (continued)				
a. Type or write	✓	L	✓	✓
b. Handle forms, letter	✓	L	✓	✓
c. Use Adding machine	✓	L	✓	✓
d. Read	✓	✓	✓	✓
5. Return damaged materials or items received in error	✓	L	✓	✓
a. Package materials	✓	L	✓	L
b. Write or type	✓	L	✓	✓
c. Read	✓	✓	✓	✓

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
3. Overdues and fines (continued)				
g. Records receipt of payment for lost or damaged materials	✓	✓	✓	✓
h. Forwards money to accounting unit	✓	✓	✓	✓
i. Provides supervision of overdue process	✓	✓	✓	✓
j. Checking and maintaining storage of materials				
a. Sorts returned materials by type, location	✓	✓	✓	L
b. Arranges returned materials for easy filing	✓	✓	✓	L
c. Shelves materials in correct area	✓	O	L	O
d. Locates materials on shelves or in files as requested	✓	O	✓	O

TECHNICAL SERVICES	I MD	I MDL	II MD	II MDL
III Receiving Materials (continued)				
6. Acknowledge and process gift items according to established procedure	✓	L	✓	✓
a. Write	✓	L	✓	✓
b. Read	✓	✓	✓	✓
c. Type	✓	L	✓	✓
d. Handle forms, letters and books	✓	L	✓	L
7. Assign and supervise accessioning of materials and stamping ownership marks.	✓	L	✓	✓
a. Use hand stamp	✓	L	✓	✓
b. Use accessioning machine	✓	L	✓	L
c. Read	✓	✓	✓	✓
IV Cataloging:				
1. Search in bibliographic tools (NUC, CDI MARC, proof slips, etc.) for catalog card data	✓	L	✓	
a. Read	✓	✓	✓	✓
b. Handle books and/or operate micro film reader	✓	L	✓	L

PUBLIC SERVICES	MD	MDL	MD	MDL
4. Checking and maintaining storage of materials (continued)				
e. Delivers requested materials to point of service	✓	✓	✓	O
f. Searches shelves and files for overdue items	✓	✓	L	O
g. Makes regular examination of shelves and files to see if materials are properly placed	✓	✓	L	L
h. Keeps shelves and files orderly	✓	O	L	O
i. Clears tables in service areas	✓	✓	L	L
j. Shift materials from one location to another	O	O	L	O
k. Places new materials on special display shelves	✓	✓	L	L
L. Supervises maintenance of shelves and files	✓	✓	✓	L

TECHNICAL SERVICES				
IV CATALOGING (continued)				
2. Prepare a unit card	✓	✓	✓	✓
a. Type	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Handle cards	✓	✓	✓	✓
3. Catalog added copies, continuations, and later editions of materials previously cataloged.	✓	✓	✓	✓
a. Type	✓	✓	✓	✓
b. Handle cards	✓	✓	✓	✓
c. Use existing files	✓	✓	✓	L
4. Prepare catalog cards, shelf list, book cards and pockets, label books, put protective covers on book jackets	✓	✓	✓	
a. Read	✓	✓	✓	✓
b. Type	✓	✓	✓	✓
c. Key punch	✓	✓	✓	✓
d. Handle books, cards and forms	✓	L	✓	✓
e. Paste or operate pasting machine	✓	L	✓	L
f. Apply tape to book covers	✓	L	✓	✓

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
4. Checking and maintaining storage of materials (continued)				
m. Searches charge records, shelf lists, and other files to trace missing materials.	✓	✓	L	L
5. Use of equipment involved in area				
a. Schedules use of equipment	✓	✓	✓	✓
b. Monitors use of equipment	✓	✓	✓	✓
c. Provides instruction in operation	✓	✓	✓	✓
d. Examines malfunctioning equipment in response to use requests	✓	✓	✓	✓
e. Performs minor on-the-source maintenance	✓	✓	✓	L
f. Makes photocopies of materials as requested by users	✓	✓	✓	L

TECHNICAL SERVICES	I MD	I MDL	II MD	II MDL
IV CATALOGING (Continued)				
5. Supervise production and revise the above.	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle books, cards	✓	✓	✓	L
c. Communicate orally or in writing	✓	✓	✓	✓
V Classification and Subject Headings				
1. Apply adopted classification system in classifying simple materials	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle cards and books	✓	✓	✓	✓
c. Write or type	✓	✓	✓	✓
d. Use existing files	✓	✓	*	*
2. Assign author numbers according to adopted schedule and select appropriate subject headings from the accepted heading list	✓	✓	✓	✓

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
B. Orientation of Users				
1. Answers questions in locating materials and areas	✓	✓	✓	✓
2. Replies to general directional questions	✓	✓	✓	✓
3. Distributes floor plans, brochures, etc.	✓	✓	✓	✓
C. Interpretation of Card Catalog				
1. Explains the differnt elements of the card by answering user's questions about call number, dates, etc.	✓	✓	✓	✓
2. Direct the user to professional when necessary	✓	✓	✓	✓
D. Reserves				
1. Examines forms presented by users	✓	✓	✓	✓
2. Checks to see where requested material is.	✓	✓	✓	✓

TECHNICAL SERVICES	I	I	II	II
a. Read	✓	✓	✓	✓
b. Handle cards and books	✓	✓	✓	L
c. Write or type	✓	✓	✓	✓
d. Use existing files	✓	✓	✓	*
3. Prepare cross references as needed	✓	✓	✓	✓
a. Read	✓	✓	✓	✓
b. Handle cards and books	✓	✓	✓	L
c. Write or type	✓	✓	✓	✓
d. Use existing files	✓	✓	*	*
VI Filing				
1. File or review filing in existing catalog according to established rules	✓	L	✓	✓
a. Read	✓	L	✓	✓
b. Handle cards	✓	L	✓	✓
c. Use existing files	✓	L	*	*
VII Miscellaneous				
1. Make minor repairs to library materials	✓	L	✓	L

PUBLIC SERVICES	I			II	TECHNICAL SERVICES	I		II	
	HS	MDL	MD	MDL		MD	MDL	MD	MDL
D. Reserves (continued)					VII Miscellaneous (continued)				
3. Locates cards for items in circulation and tags	✓	✓	✓	L	a. Handle books	✓	L	✓	L
4. Identifies returned items for which reserve orders have been placed.	✓	✓	✓	✓	b. Read	✓	✓	✓	✓
					c. Apply tape	✓	L	✓	L
					d. Paste	✓	L	✓	L
					e. Staple	✓	L	✓	L
5. Notifies borrowers	✓	✓	✓	✓	f. Use special binding equipment	✓	L	✓	L
6. Locates reserved materials when asked for	✓	✓	✓	L	2. Collate items for sending to commercial bindery and prepare instructions for binder	✓	✓	✓	✓
7. Accepts reserve list from faculty	✓	✓	✓	✓	a. Read	✓	✓	✓	✓
					b. Box books	✓	!	✓	L
					c. Type	✓	✓	✓	✓
8. Performs necessary work to place items on reserve	✓	✓	✓	L					
9. Informs the other staff members of what is on reserve	✓	✓	✓	✓	d. Handle forms	✓	L	✓	✓
					e. Write	✓	✓	✓	✓
					f. Use adding machine	✓	L	✓	✓
E. Basic Reference Service					g. Use ruler	✓	✓	✓	✓
1. Answers telephone and directs call to correct person if necessary	✓	✓	✓	✓	3. Revise materials returned from bindery; approve invoices for payment	✓	✓	✓	✓

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
E. 2. Assists users in locating materials they are looking for (physical location)	✓	✓	✓	✓
3. Give help in use of basic tools like Readers' Guide or other indexes and unabridged dictionaries	✓	✓	✓	✓
4. Answers certain ready reference questions	✓	✓	✓	✓
5. Checks catalogs and standard sources for publication data needed for bibliographies	✓	✓	✓	✓
6. Checks standard reference tools for information requested by professionals	✓	✓	✓	✓
7. Works with users in use of reference materials that have been organized by professionals	✓	✓	✓	✓
8. Help with supervision of reading room	✓	✓	✓	✓

TECHNICAL SERVICES	I	I	II	II
VII Miscellaneous (continued)				
a. Read	✓	✓	✓	✓
b. Write	✓	✓	✓	✓
c. Handle books	✓	L	✓	L
4. Take inventory	✓	✓	o	o
a. Complete mobility	✓	✓	o	o
b. Read	✓	✓	✓	✓
c. Write	✓	✓	✓	✓
d. Handle cards	✓	L	✓	✓
5. Supervise inventory procedures following established procedures	✓	✓	✓	✓
a. Communicate orally or in writing	✓	✓	✓	✓
6. Maintain statistics and prepare reports as required	✓	L	✓	✓
a. Type	✓	✓	✓	✓
b. Write	✓	L	✓	✓
c. Read	✓	✓	✓	✓
d. Handle cards and letters	✓	L	✓	✓

WHEELCHAIR II

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
F. Interlibrary Loans				
1. Answers telephone and obtains information necessary to process requests	✓	✓	✓	✓
2. Separates and sorts received TWX messages for interlibrary loan materials and process	✓	✓	✓	✓
3. Type or write order forms for materials	✓	✓	✓	✓

TECHNICAL SERVICES	I MD	I MDL	II MD	II MDL
VII Miscellaneous (continued)				
7. Supervise students/clerical assistants as assigned.	✓	✓	✓	✓
a. Communicate orally or in writing	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
8. Organize and supervise production of acquisition lists	✓	✓	✓	✓
a. Type or keypunch	✓	✓	✓	✓
b. Read	✓	✓	✓	✓
c. Handle cards or forms	✓	L	✓	✓

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PUBLIC SERVICES	I MD	I MDL	II MD	II MDL
F. Interlibrary Loans (Continued)				
4. Determines by checking catalogs and circulation records if requested items are available	✓	✓	✓	✓
5. Searches shelves and files for materials requested or completes call slips for them	✓	✓	L	L
6. Notifies borrowers by form letter or TWX of availability of materials	✓	✓	✓	✓
7. Assigns borrowers numbers to all new requests	✓	✓	✓	✓
8. Computes postage and insurance rates	✓	✓	L	L
9. Maintains files on all materials loaned or borrowed.	✓	✓	✓	L
10. Maintains record of dates on which items are due to be returned.	✓	✓	✓	✓
11. Requests return of overdue materials	✓	✓	✓	✓

TECHNICAL SERVICES	I MD	I MDL	II MD	II MDL
VII Miscellaneous (continued)				
9. Remove records for materials withdrawn from the collection	✓	L	C	L
a. Use existing files	✓	L	X	X
b. Read	✓	✓	✓	✓
c. Handle books, cards, and catalog trays	✓	L	✓	L
10. Recommend or secure supplies			✓	✓
a. Write or type			✓	✓
b. Read			✓	✓
c. Handle forms			✓	✓

WHEELCHAIR 13

PUBLIC SERVICES	I MD	I MDL	II MD	II MDL	TECHNICAL SERVICES VII Miscellaneous (continued)
F. Interlibrary loans (continued)					
12. Notifies borrowers when requested items have arrived	✓	✓	✓	✓	
13. Packages for return items received through interlibrary loan	✓		✓	L	
14. Provides supervision interlibrary loan unit	✓	✓	✓	✓	
G. Public Relations					
1. Research, plan, organize and arrange displays	✓	✓	✓	L	
2. Inform professional of any problem with patron involved in any area of public services	✓	✓	✓	✓	
3. Assist in routing of materials	✓	✓	✓	L	
H. Checking users as they leave library.					
1. Ask patrons to show materials	✓	✓		✓	
2. Check briefcases, notebooks, etc.	✓		✓	L	
3. Supplement the work of the automatic detection system if used.	✓	✓	✓	L	

Behavioral Objectives and Tasks in L/MTA work which INDEPENDENTLY MOBILE WHEELCHAIR PERSONS May or May not be Able to Perform

MD = with manual dexterity
MDL = with limited manual dexterity
* = special equipment needed
✓ = can do; 0 = cannot do
L = Limited performance

Col. I - evaluation by L/M personnel

Col. II = evaluation by students with disabilities

AUDIOVISUAL	I		II	
	MD	MDL	MD	MDL
I Production				
1. Produce reel-to-reel or cassette tapes	✓	✓	✓	✓
2. Duplicate reel-to-reel cassette tapes	✓	✓	✓	✓
3. Produce slides, filmstrips, transparencies, 8mm film loops, charts, etc.	✓	✓	✓	✓
4. Duplicate slides, transparencies	✓	✓	✓	✓
5. Produce slide/tapes, sound filmstrips video tapes		✓	✓	✓
6. Maintain, clean records, transparencies	✓	✓	✓	✓
7. Inspect and manually clean film	✓	✓	✓	✓
8. Film and tape splicing			✓	✓
II Equipment				
1. Operate tape players, recorders duplicators, record players	✓	✓	✓	✓
2. Operate slide projectors, and duplicators, filmstrip projectors, 8mm film and loop projectors	✓	✓	✓	L

AUDIOVISUAL

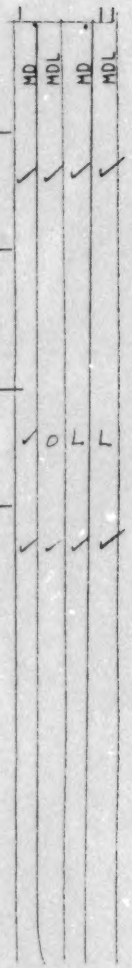
	I MD	I MDL	II MD	II MDL
II Equipment (continued)				
3. Operate 16mm projectors, slide/tape projectors, filmstrips/tape or disc projectors, video tape recorders	✓	✓	✓	✓
III Maintenance				
1. Minor maintenance				
a. Cleaning lenses, tape heads, bulb replacement	✓	✓	✓	✓
2. Major Maintenance				
a. Overhauling and/or exhaustive repair of electro-mechanical equipment	✓	○	○	○
3. Record keeping for repairs, cleaning, overhaul, etc.	✓	✓	✓	✓

AUDIOVISUAL

	I		II	
	MD	MDL	MD	MDL
IV Distribution				
1. Delivery, set-up and retrieval of equipment and/or material to and from other locations, such as classrooms, etc.	✓	O	O	O
2. Scheduling for the use of equipment and/or materials	✓	✓	✓	✓
3. Over-the-counter circulation of materials and/or equipment			L	L
4. Inventory of equipment and/or materials	✓	✓	L	L
V General				
1. Telephone service, patron requests vendor relations, etc.	✓	✓	✓	✓

AUDIOVISUAL

V General



2. Record keeping, statistics, purchase orders, letters, forms, maintenance of files.

3. Shipping and receiving - all equipment and materials

4. Office machine use - typewriters, adding machines, etc.

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGES